ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

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Pupil's Book

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ

Unit 1 Our multicultural class

You are here to READ
maps and do a geography quiz, reports about countries, landforms and nationalities

and TALK about
countries and their culture, school subjects and every day activities

and LISTEN TO
pupils talking about school projects

and WRITE
reports about countries and people's everyday activities

and LEARN
how to use the Present Simple and the Present Continuous tense

A Geography quiz

Are these TRUE or FALSE? Tick ☑ the correct box.	TRUE	FALSE
1. Ukraine is the second largest country in Europe.	✓	
2. Ukraine borders the Aegean Sea.		
3. The accident in Chernobyl, in 1986, is still causing serious environmental problems.		
4. Earthquakes or tsunamis sometimes happen along the South coast of Albania.		
5. Albania is in the Balkan Peninsula.		
6. The Carpathians are large plains.		
7. Mother Teresa is of Albanian origin.		

KEY: 1 True, 2 False, 3 True, 4 True, 5 True, 6 False, 7 True

Lesson 1 Meeting the newcomers

1. Reading

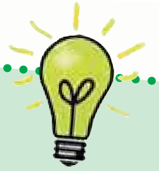
This year the 6th Class of our International School welcomes some new pupils from different countries. All the other pupils want to know them better. They are reading the newcomers' reports about their countries in the school newsletter. Read the reports below to find answers in the Geography quiz:

OUR NEWCOMERS TO SCHOOL

I come from Ukraine, the second largest country in Europe. It is between Poland and Moldavia in the west and Russia in the east. I don't come from the capital Kiev. My hometown is Odessa, on the coast of the Black Sea. Ukraine has got large plains but also high mountains, such as the Carpathians. The River Dnipo flows across the country splitting it in two parts.
In winter the weather gets very cold. Summers are warm across the greater part of the country and cool along the Black Sea, so we spend much more time outdoors.
A nuclear power plant accident in Chernobyl, in 1986, is still causing serious environmental problems which worry Ukrainian people. Today we don't have enough drinking water supplies because of that accident.
Despite these problems, I believe Ukraine is a beautiful country with outgoing and brave people. I love it very much.
Sasha

Albania, the ancient Illyria, is where I come from. My hometown is Tirana, the capital of Albania. Albania shares borders with Serbia, Montenegro and Greece. On the west, it is bordering the Adriatic Sea and the Ionian Sea.
The beaches are beautiful and during the hot, dry summers we swim in the clear sea, but in winter the temperature usually drops and it often rains heavily, so there are a lot of forests. We often have problems with natural disasters, such as earthquakes or tsunamis that happen along the South coast.
Mother Teresa, the popular nun and humanitarian Nobel Prize winner, is of Albanian origin.
My country is not very rich and our parents sometimes go to other countries, such as Italy, France or Greece, and work there. However, we miss our homeland.
Christina

Do you remember the ancient Colchis and the myth of Jason and the Golden Fleece? That is where I come from, Georgia! It is in the West Asia, bordering the Black Sea, which the Greeks called Pontus Euxinos, Turkey and Russia. The temperature is mild and it is usually sunny and warm. The country is mountainous, but along the coast we grow vines, tea and citrus fruit. In this area the temperature rarely drops below zero. Many people work in copper and coal mines, or in oil wells. Others sometimes leave their hometown to find work. My uncle works in T'blisi, the capital of Georgia.
Georgi



LEARNING STRATEGIES

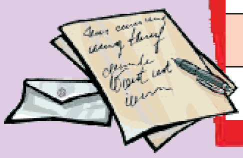
When I learn new words...

I listen carefully and try to imitate.
I repeat new words many times and try to remember them.
I write them down.
I may write them down with the translation in Greek.
I group the words by topic.
I write them down in an example sentence.

A. Look at the map and write the capital city next to each country. Then write in the relevant nationality.

Country	Capital	Nationality
Georgia	T'blisi	Georgian
Albania		
Ukraine		

B. Work in pairs. Use the information in the reports to fill in the table below:



Country	Terrain	Weather	Problems
Albania			
Georgia			
Ukraine			

2. Grammar

A. LOOK AT THE EXAMPLES:

a. It often **rains** heavily in winter.

b. My uncle **works** in a coal mine.

Which example a or b refers to:
something that happens regularly? [___]
something true in general? [___]

B. STUDY THESE TABLES

Do you remember?

Grammar Box

Present Simple Tense

<table>
<tr><th colspan="2">Affirmative</th><th colspan="3">Interrogative</th><th colspan="3">Negative</th></tr>
<tr><td>I
you
we
they</td><td>swim
go
watch
worry
wash</td><td>Do</td><td>I
you
we
they</td><td rowspan="2">swim ?
go ?
watch ?
worry ?
wash ?</td><td>I
you
we
they</td><td>don’t</td><td rowspan="2">swim
go
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<tr><td>he
she
it</td><td>swims
goes
watches
worries
washes</td><td>Does</td><td>he
she
it</td><td>he
she
it</td><td>doesn’t</td></tr>
</table>

C. Look at the words sometimes, often, usually, always (ADVERBS OF FREQUENCY) in the following examples.

People **sometimes** leave their hometown to find work.
The temperature **usually** drops in winter.
It **often** rains heavily in winter.
My brother is **always** early for school.

Now complete the rule:

We use an adverb of frequency to say how ______ something happens. It comes ______ the verb in the Present Simple. When we have the verb **to be** we put the adverb ______ the verb.

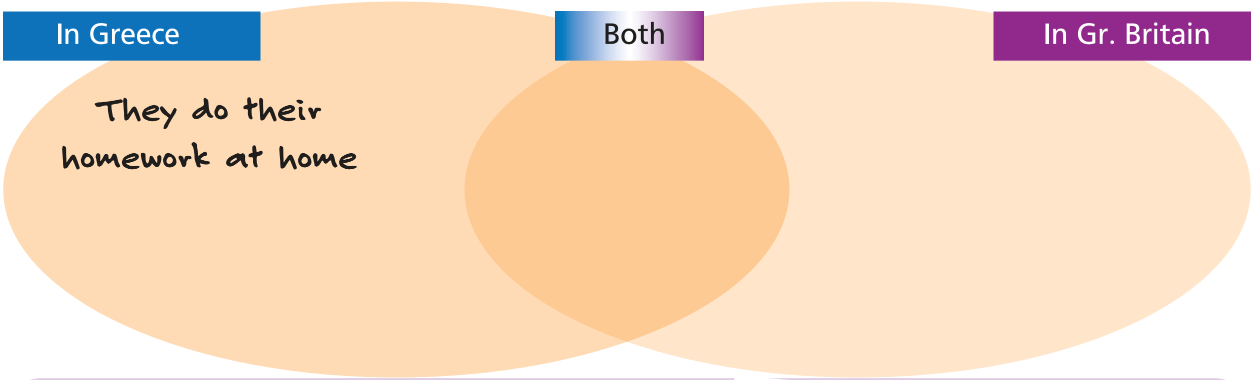
Now write true sentences about your habits:

I **sometimes** ______________________
____
I **usually** ______________________
____
I ______________________
____
I ______________________
____

3. Practice

A. Alice, your pen-friend from Great Britain has sent you some pictures with her daily activities. Look at the pictures below and write what she does every day:

Now fill in the diagram about what pupils do in Greece and in Great Britain:



B. ROLE-PLAY: AN INTERVIEW

Pupil A
You are a reporter. You are interviewing a pupil from another country. Look at the back of your book (p.135) for more information.

Pupil B
You are a pupil from another country. Look at the back of your book (p.138) for information and answer the reporter's questions.

It's your choice: You can find a different version on page **121**

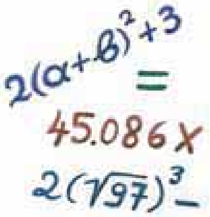
Lesson 2 At the school lab

1. Speaking

A. Work in pairs. Look at the pictures below and tell your partner what your favourite school subjects are and why?

Example:

– I like History because I like learning about past events.



B. Do you agree with your partner's opinion? Give your reasons.

2. Listening

Today the pupils are at the school lab, working on different projects on their computers. The teacher is checking their work.

A. Look at the picture and listen to the pupils talking. What subjects are they working on? Tick ☑ the right picture in Activity 1A above.

B. Who's working on what?
Do you remember?
Fill in the table:

Pupil	Subject
Maria	
Markos	
Anne, Sophie	

Explore the **Taj Mahal** online at
http://www.taj-mahal.net

C. Now listen again and tick ☑ the activities the pupils are doing in the computer lab:

1. Maria is searching for some information on musical instruments. ______ ☑
2. Markos is printing some photos of New Delhi. ______ ☐
3. Markos is copying a photo of Taj Mahal. ______ ☐
4. Sophia is printing a text for the science project. ______ ☐
5. Anne is pasting a photo of molecular structure. ______ ☐

3. Grammar

A. LOOK AT THE EXAMPLES:

a. Look! They're working on a Geography project.

b. My uncle **works** in a coal mine.

Which example a or b refers to:

something that happens regularly? [___]

something is happening right now? [___]

B. STUDY THESE TABLES

Do you remember

Grammar Box

Present Continuous Tense

Affirmative

I	**am**	working / swimming
he she it	**is**	
we you they	**are**	

Interrogative

Am	I	working? / swimming?
Is	he she it	
Are	we you they	

Negative

I'm	**not**	working / swimming
he she it	**isn't**	
we you they	**aren't**	

Now complete the rule:

We use the _______________ Tense to talk about something that happens regularly.
We use the _______________ Tense to talk about something that is happening now.

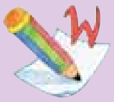
4. Practice

A. A GAME: Charades
Work in groups to play the game. Your teacher will give you cards with the activities you need to mime.

GROUP A	GROUP B
Your teacher will give you a card with the activity you have to mime. Choose a player from your group and tell him/her to act out the activity. Answer Group B's questions only using "Yes" or "No".	Ask the pupil from Group A 7 questions to find out what he/she is miming. His/her answer can only be "Yes" or "No". The first pupil to guess correctly wins a point for the team and acts out the next activity.

The first pupil to guess the activity correctly wins a point for his/her team and acts out the next activity. If a group cannot guess the activity after asking 7 questions, they lose a point and choose their player to continue the game.

Example:
Are you selling flowers in the street? No, I'm not.
Are you holding an umbrella? Yes, I am.



B. Mr. Badluck's day
Look at the comic strip below and write a story about Mr. Badluck's day; write what he does every day and how different it is today.

Every day...

...but today...

You can start like this:
Mr. Badluck gets up at 7:00 every day but today...

Lesson 3 A Geography project

1. Some information

A. Pupils from different European countries are taking part in a project. The pupils are presenting themselves and their own country. This is Gwen's report. Read her report and match the topics with the paragraphs:

1. My name is Gwen **and** I am ten years old. It is a Welsh name, because my father comes from Wales, but now I live in Oxford, England. The official name of my country is *The United Kingdom of Great Britain and Northern Ireland* **and** it includes Great Britain (England, Wales and Scotland) and Northern Ireland. Great Britain is actually an island. An underwater channel, the Channel Tunnel, connects Great Britain to France in the South. The North Sea in the East separates it from the rest of Europe.
2. The country is mostly mountainous in Scotland and Wales but with green plains and hills in the South. Rivers flow across this part of the country. The famous river Thames runs through London, the capital of England.
3. The weather is cold in winter and warm in summer time, but it is also wet. It rains most of the time.
4. The people of Britain are multicultural, coming from different countries and races, so here you can meet British people from Asia, Africa or the Caribbean. They speak English and the language of their fathers as well.
5. I think it's exciting to live in Great Britain because it opens its doors to everyone!

Landscape .... Paragraph [___]   People .... Paragraph [___]

Name of country, borders .. Paragraph [___]   Weather .... Paragraph [___]

The writer's opinion .... Paragraph [___]

B. Notice how **and** is used in the report. Underline 3 examples in the report.

C. Your class is taking part in a similar project: work in groups and write a report about Greece for the pupils of a European school who are visiting your country.
Put this report in your **portfolio**. Follow the steps below:

Step a Write a plan
Paragraph 1: Introduction, name of country, borders
Paragraph 2: landscape
Paragraph 3: the weather
Paragraph 4: the people
Paragraph 5: your opinion

Step b Decide what other things (photos, drawings, maps) you can attach to your report

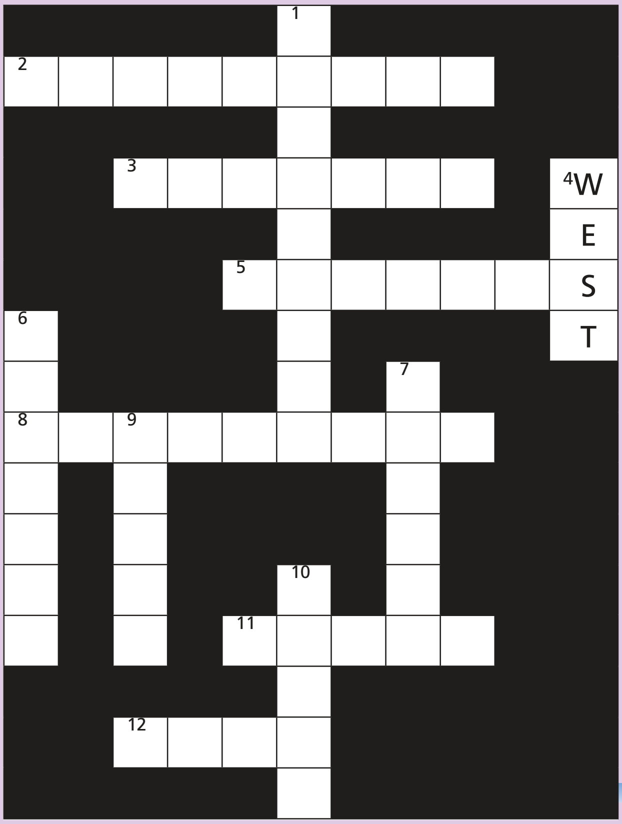
Step c Write your report. Use and to join your sentences.

Step d Work in pairs. Check each other's report for correct spelling, correct tense (Present Simple), capital letters and full stops, use of **and**

Step e In groups read out your reports. Finally, put your work up on the class announcement board.

Check yourself

A. The Geography *Crossword* Puzzle



Across:

2. *The Carpathians* are high ____________
3. Greece ____________ Albania.
5. It often rains heavily, so there are a lot of ______________
8. Albania is in the Balkan _____________
11. *Odessa* is on the ______________ of the Black Sea.
12. The opposite of West.

Down:

1. On a map we can spot ____________ like rivers, lakes, mountains.
4. The opposite of East
6. The _________ city of Greece is Athens.
7. People in Georgia grow tea in the large ____________
9. Thessaloniki is in the ____________ of Greece.
10. The opposite of North

___ / 6 points

B. Match

1. share	a. in the coal mine
2. drop	b. citrus fruit
3. swim	c . in the river
4. work	d. below zero
5. grow	e. in two parts
6. split	f. borders

___ / 3 points

C. Tick ☑ the suitable verb:

1. I'm on holiday now. I ____ a great time.
☐ have ☐ am having

2. She's Italian. She ____ from Rome.
☐ comes ☐ is coming

3. —'_____ your meal?' —'Yes, it's very good.'
☐ Are you enjoying ☐ Do you enjoy

4. This term, I ____ German for the first time.
☐ study ☐ am studying

5. Water ____ at a hundred degrees.
☐ boils ☐ is boiling

___ / 2 ½ points

D. Tick ☑ the correct sentence:

1. A pupil is in the library.
a. He is reading a book.
b. He reads a book.

2. About my hobby?
a. I am collecting stamps.
b. I collect stamps.

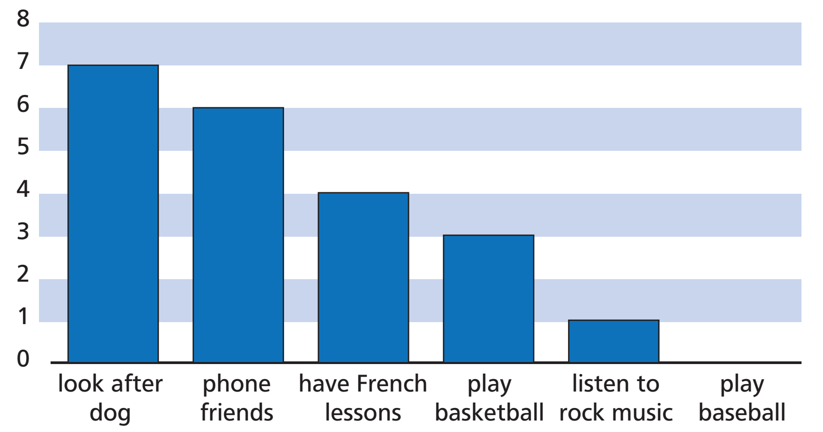
3. Some children are at the fast food restaurant.
a. They are eating a burger.
b. They eat a burger.

4. Usually at the concert hall…
a. we listen to music.
b. we are listening to music.

5. Alice comes from Great Britain.
a. It is raining heavily there.
b. It rains heavily there.

___ / 2 ½ points

E. Look at John's weekly routine. Write what he always, sometimes, usually, often, rarely or never does.



John always ______________
____
____
____

He often ______________
____
____
____

He ______________________________
____
____
____

___ / 6 points
My total score is ___ / 20 points

See **p. 46** Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you learn new words in English:
- Group them by topic and repeat them as many times as you can.

I can talk about
- Countries and their culture ______ ☐
- School subjects ______ ☐

I can read
- Maps and do geography quizzes ______ ☐
- Reports about countries/ landforms/ nationalities ______ ☐

I can listen to
- Pupils talking about school projects ______ ☐

I can write
- Reports about countries/ daily activities ______ ☐

Unit 2 Going Shopping

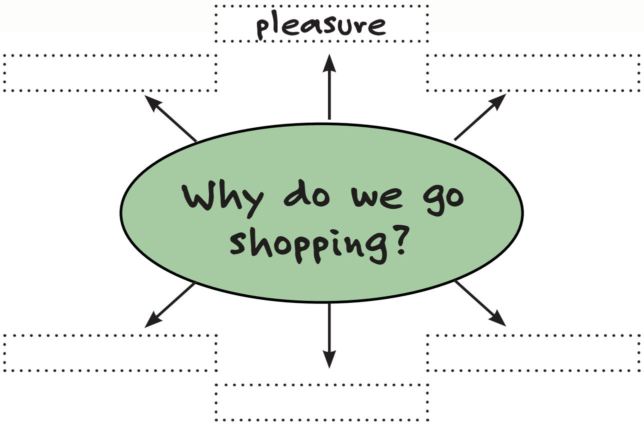
You are here to READ
a supermarket flyer, a shopping list, a school canteen menu, a receipt, an internet site

and TALK about
shopping goods and their prices

and LISTEN TO
people talking in supermarkets and department stores

and WRITE
shopping lists and on-line orders

and LEARN about
countable and uncountable nouns and how to use a/an, some/any, a few/few, a little/little, how much, how many



Look at these pictures. Listen to the people and decide where they are.

UNIT 2

Lesson 1 At the supermarket

1. Reading

A. Look at the picture of the supermarket on the flyer below. Talk about the various departments you usually visit. What items can you buy there?

....

A. At FFM"s *(Fresh Food Market)*, you can find a great selection of delicious and tempting cakes and desserts. Choose from fresh cream cakes and fruit flans to tasty pastries and delicious muffins – many prepared in-store. The boxes of doughnuts include a range of tempting flavours. For any special occasion there's a great range of celebration cakes too!

....

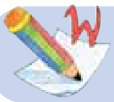
B. Every FFM has well trained butchers in-store, able to prepare over a hundred cuts of meat like beef and lamb ribs, pork chops and steaks. So whether it's some mince for a cottage pie or a turkey for a special occasion, our butcher can prepare the cut that's right for you.

....

C. At FFM's we carefully select and pack most of the fresh fruit and vegetables. You always find a superb selection of ready prepared salads and pre-washed vegetables. FFM offers a variety of organic products such as eggs, cheese, potatoes, mushrooms, tea bags and muesli that don't cost the earth. We are always on hand to help you with your selection.

B. Read the flyer of the **Fresh Food Market** and choose the correct heading for each paragraph. There is an extra heading that you don't need:

1. The dairy corner | **2. The bakery** | **3. Meat and poultry** | **4. The greengrocer's**



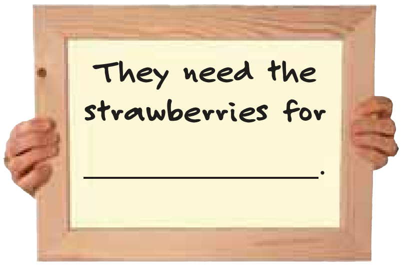
Read the flyer again and answer the questions below choosing from the paragraphs A-C:

Which paragraph(s) tell(s) you…

that you can buy healthy food	1. ____
that you can buy a variety of sweets	2. ____
that everything is in a good price	3. ____
what you can buy for a barbecue party	4. ____
what to buy for a rich breakfast	5. ____

C. LISTEN AND ANSWER.
Mary and her mother are at the supermarket.
What do they need the strawberries for?
How much money do they cost?

£1 = 100p
(one **pound** *=*
one hundred
pence*)*



Price: ____p a box!

D. Mary is preparing the shopping list for her birthday party. Look at her list and help her to organize it:

Mary's shopping list

2. Grammar

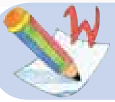
Do you remember?

A. COUNTABLE / UNCOUNTABLE NOUNS

There is **a banana** in the basket.
There are **some bananas** in the basket.
There is **some milk** in the fridge.

Grammar Box

Countable Nouns		Uncountable Nouns (Singular Only)
Singular	**Plural**	
a banana **an** apple	**some** bananas	**some** milk



Look at the **Grammar Box** and write your own sentences.

Now complete the rule:

We use _______ /_______ before **countable nouns in singular**.

We use _______ before **countable nouns in plural** and before **uncountable nouns**.

B. SOME, ANY, HOW MUCH, HOW MANY

Have you got **any** milk?
Yes, I've got **some**.

How much milk have you got?
I've got **a little**. I have**n't** got **much**.

Have you got **any** bananas?
Yes, I've got **some**. They are**n't many**.

How many apples have you got?
I've got **a lot**.

Grammar Box

	Affirmative	Negative	Question
Countable Nouns In Plural	**some** **a lot of**	**any** not **many**	How **many**? … **any**…?
Uncountable Nouns	**some** **a lot of**	**any** not **much**	How **much**? … **any**…?

Look at the **Grammar Box** and write your own sentences.

Now complete the rule:

We use _____/_____ in **affirmative** sentences.
We use _____/_____/_____ in **negative** sentences.
When we ask questions, we use _____/_____before **countable nouns in plural** and _____/_____ before **uncountable nouns**.

Look at this!

We say	But we also say
some milk	**a bottle of** milk
some chocolate	**a bar of** chocolate
some sugar	**a packet of** sugar

3. Practice

A. PAIR WORK: WHAT'S IN YOUR SHOPPING BAG?
You are at the supermarket with your friend. Put 5 things in your shopping bag but don't let your friend see what's in it.
Ask each other questions to find out what's in your friend's bag and write them down.

My shopping bag

My friend's shopping bag

Example:
– Have you got any apples in your shopping bag?
– No, I haven't.
– Have you got any bananas?
– Yes, I have.
– How many have you got?
– Five.

B. ROLE-PLAY: A SHOP IN THE CLASSROOM
Form two groups, **shopkeepers** and **customers**, and act out this activity.

LEARNING STRATEGIES
When I speak English in class…
I do not hesitate to speak
I start the conversation with my classmates
I am not afraid to make mistakes
I try to remember dialogues I have learnt by heart
I ask for correction.

Shopkeepers
Organize your shop. Prepare pictures of goods and price tags for them. Display them on your desks. Get ready to welcome your customers.

Customers
Prepare your shopping lists and go shopping.

C. AT THE SCHOOL CANTEEN
Read the menu of the school canteen on p.135.

You have €2.50. Choose your treats but stay within your budget.

What to buy	How many	How much
	Total:	€

Lesson 2 At the mall

1. Speaking

Look at the picture. Where is the girl? What is she looking at?

2. Listening

A. Before you listen, look at the receipts. What kind of shops are they from?

1. a clothes shop
2. a supermarket
3. a bookshop
4. a bakery

a

THE BOOKWORMS

1256 Broadway, NY NY 10019, 212-7579860
546897 Reg 1 ID 37 6:25pm 07J02105

E PERIODICALS	1 @ 5.00		5.00
SUBTOTAL			5.00
	NO SALES TAX		
TOTAL		$	5.00
CASH PAYMENT			20.00
CHANGE			15.00

b

9 789608 956209

THANK YOU FOR SHOPPING AT
HELENA'S, HERALD SQUARE

CUSTOMER COPY			PURCHASE
S003 ASSC 266234			10/12/04
POLO SHIRT	QTY	1	10.30
SWEATER		1	45.00
JACKET		1	59.90
TRACK SUIT		1	48.70
		19% TAX	31.14
TOTAL AMOUNT			195.04

KEEP THIS RECEIPT
FOR RETURN/EXCHANGE

Want an Employee Discount?
And How About A New Career?
Visit HelenaJobs.com and Apply Today

c

K-TOWN MARKET

67-90 Broadway, Astoria, 11106, 728-4211

ZYTHOS BEER	7.96
Bottle deposit	0.20
TOTAL LT YOGHURT	1.89
RAFT KETCHUP	1.99
CASHEWS	4.19
PORK CHOPS	2.71
DRUMSTICKS CHICKEN	4.50
$0.99/1b x 1.20lbs	
APPLE JUICE	1.19
7 items	
Sub Total	24.63
Taxes	0.69
Total: $	**25.32**
Charge:	25.32
Cash change	0.00

Tommy| 09:17pm 09/29/2004 Wednesday 4245
FREE DAILY NEWS Mon– Fri 0.50 on Sunday

K-TOWN IS NOW OPEN UNTIL MIDNIGHT ON
SUNDAYS. THANK YOU FOR SHOPPING AT K-TOWN

B. Now listen to the dialogue in the department store and choose the right answer:

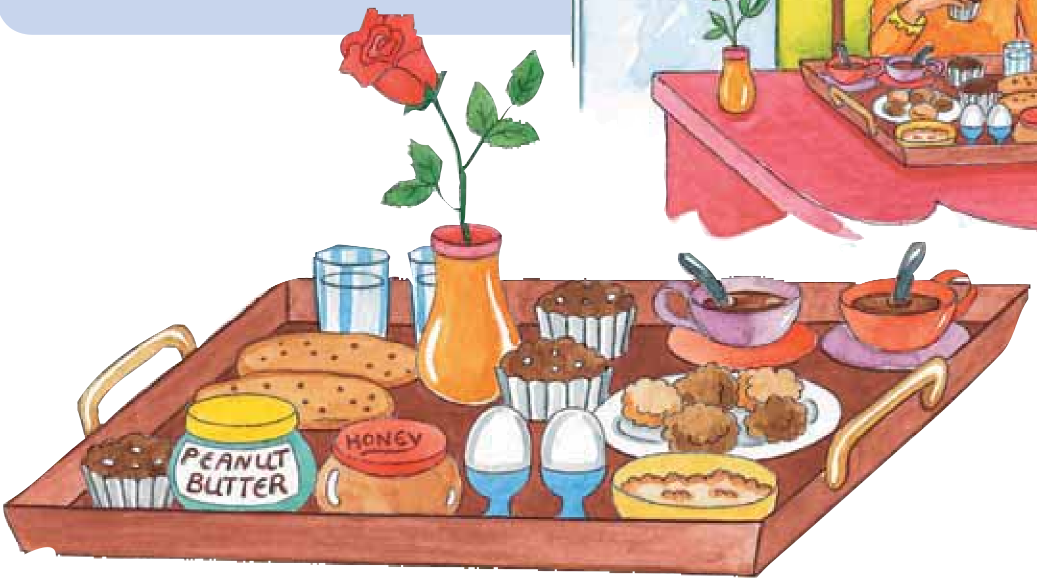
1. **The girl wants a gift for…**
   a. her father's birthday b. Father's Day c. her brother's birthday
2. **She's looking at…**
   a. ties and shirts b. shorts and T-shirts c. shirts and T-shirts
3. **The black shirt costs…**
   a. $20.95 b. $30.95 c. $40.95
4. **The girl doesn't want the black shirt because…**
   a. it's too big b. it's too small c. it's too expensive
5. **She finally buys…**
   a. a black T-shirt b. a black shirt c. a green T-shirt

C. FATHER'S DAY

It's Father's Day soon and you want to buy something for your father. What do you want to buy for him? Why?

D. LISTEN AND ANSWER

Mary prepares breakfast for her parents. Listen to the recording and tick ☑ the things she has on her tray.



Now turn to p.136 and read the text to see if you have ticked the correct things.

3. Grammar

A. VERBS OF SENSES + ADJECTIVES

Grammar Box

Verbs of senses

look	sound	feel	smell	taste

Look at the examples:
What does your mother's new car **look** like? It **looks fantastic**.
What does peanut butter **taste** like? It **tastes delicious**.
What does your new cotton T-shirt **feel** like? It **feels soft**.
What does the chocolate cake **smell** like? It **smells good**.

B. FEW/A FEW, LITTLE/A LITTLE

Look at the examples:

BUT
There are **a few** muffins on the plate. Let's eat them! (**a few= some**)
There are **few** pastries. Let's buy some. (**few= almost no, not enough**)

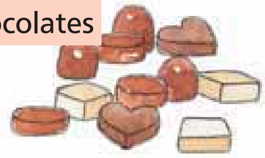
BUT
There is **a little** coffee in the pot. Let's drink it. (**a little= some**)
There is **little** milk. It's not enough for our coffee. (**little= almost no, not enough**)

Complete the rule:

a. We use _________/_________ before countable nouns
and _________/_________ before uncountable nouns.
b. _________ and _________ mean that something is enough.
c. _________ and _________ mean that something is not enough.

Now, look at these pictures and write your own sentences, as in the examples above.

chocolates



biscuits

lemon juice

water

4. Practice

A. THE FASHION SHOW: Be a model!
Take turns and walk like fashion models on the catwalk.
The other students use the words below to describe what the "model" is wearing. Make comments on his/her clothes.

adjectives	colour	material	item
lovely	pale green	cotton	sweater
beautiful	pink	woollen	skirt
cute	dark/navy	leather	track suit
smart	blue	denim	jeans/pants/
elegant	pastel	linen	trousers
short/long/	purple	silk	T-shirt
tight/loose/	black and	nylon/	dress
baggy	white	polyester	jacket

Example:

She's wearing a cute, pink, woollen sweater.
***It suits** her!*
He's wearing smart, dark blue, denim jeans.
***They match** his T-shirt.*

B. PAIR WORK – The School Bazaar

Your class wants to raise money for a charity. Collect things you don't use any longer (clothes, books, toys, etc.) to sell them at the school bazaar.

Pupil A
You are the customer and you are trying to buy the things you want.
Ask questions like:
How much is it/ are they?
What is it made of? etc.

Pupil B
You are trying to sell your things to the customer.
Answer the customer's questions.

5. Writing

You are now a member of the "Writing Club": close your eyes and use your five senses to describe a favourite thing.
What does it taste/smell/feel/look/sound like? You can write a poem about:

a pair of snickers
your favourite dessert
a new shirt
a fruit, etc.

Example:

Oh, my sweet Chocolate cake!
Off the oven, it looks fresh and smells nice;
it feels soft in my hands;
it tastes delicious in my mouth.
It sounds so tempting, I can never resist it!

Write your poem and put it in your **portfolio**.

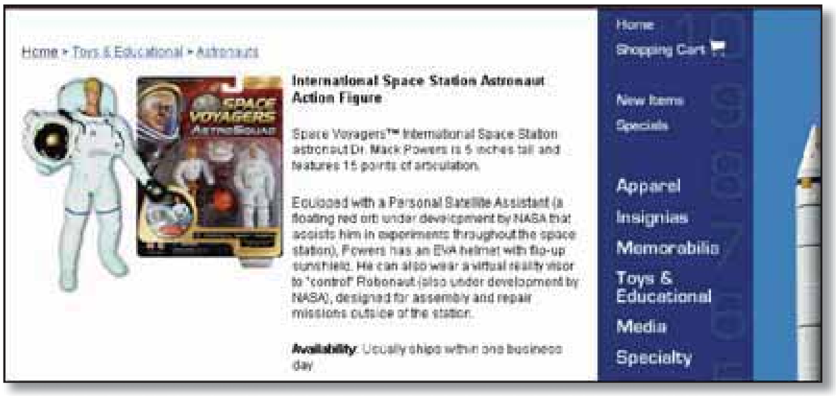
Lesson 3 E-shopping

1. The Internet site

A. Have you ever used the Internet to do your shopping online? Why?

B. John and Mary are looking for some toys on the Internet. Here is a site where they can look at, order and buy toys on-line at:
www.countdowncreations.com/toys.html
Work in pairs and say what kind of toys they are looking for.

C. If you click on the picture you can find more information on the toy you are interested in. Visit the webpage to find the following information (if you don't have Internet access, turn to pp.136-137):
➢ How much is the astronaut?
➢ How much is the space shuttle?
➢ Which of the two toys comes in pieces you put together?
➢ How many pieces is it?



D. PROJECT
You want to buy presents for the pupils of a primary school in Cyprus. Work in pairs and:
➢ Visit the webpage to buy your presents online
➢ Choose the toys you like
➢ Fill in the order form on the right
but don't order!

Item	Unit Price	Quantity	Subtotal
		Total	

Check yourself

A. At the super market

Example:

Look at the trolley and complete the items on the shopping list:

___ / 5 points

B. Match

a. I am tidying my room.
b. I am going on holidays.
c. She is wearing baggy pants.
d. This yogurt has been in the fridge for days.
e. I am having a piece of cake.

1. It sounds exciting.
2. It tastes delicious.
3. It smells nasty.
4. It sounds boring
5. They look old-fashioned.

___ / 2 ½ points

C. Complete using the correct form of the verbs in the box:

a. The size is small. It doesn't ________ me.
b. These shoes ________ your dress.
c. I like that hat. It ________ fantastic!
d. This shirt ________ you perfectly. I like it on you.
e. This blue tie ________ a white shirt.

___ / 2 ½ points

D. The speech bubbles are mixed up. Put them in the correct order to complete the dialogue:

- I'll take them.
- Here is your change and receipt.
- Here is the cash.
- How much are they?
- Yes, in the glove section.
- Can I help you?
- Do you have any gloves?
- Cash or credit card?
- They are €20.
- Excuse me!

Customer	Assistant

___ / 5 points

E. Choose the correct answer:

Question	Options
1. I have got _______ CDs.	a lot of / much / many
2. There is _______ butter. We can't make a cake.	little / a little / any
3. There is _______ money in my purse.	any / some / a few
4. _______ children can speak Italian.	many / a few / a little
5. Do you need _______ eggs to make an omelette?	a lot of / a few / many
6. _______ sugar do you have in your tea?	how much / how many / how
7. _______ cans of beer are there in the fridge?	how much / how / how many
8. Do you have _______ mushrooms in your pizza?	any / some / little
9. Help yourself! There is _______ orange juice left.	a little / a few / any
10. There isn't _____ minced beef to make moussaka.	some / many / any

See **p. 46** Workbook

___ / 5 points

My total score is ___ / 20 points

NOW TICK WHAT YOU CAN DO

REMEMBER when you speak English in class:
- Learn dialogues by heart and don't be afraid to make mistakes.

I can read
- Supermarket flyers and internet sites........................ ☐
- Shopping lists and receipts.. ☐
- School canteen menus.. ☐

I can talk about
- Shopping goods and their prices.................................. ☐

I can write
- Shopping lists and online orders.................................. ☐

I can understand
- People talking in supermarkets / department stores ☐

Unit 3 Imaginary Creatures

You are here to READ
an acrostic poem, about monsters and creatures, and a literature extract (a play)

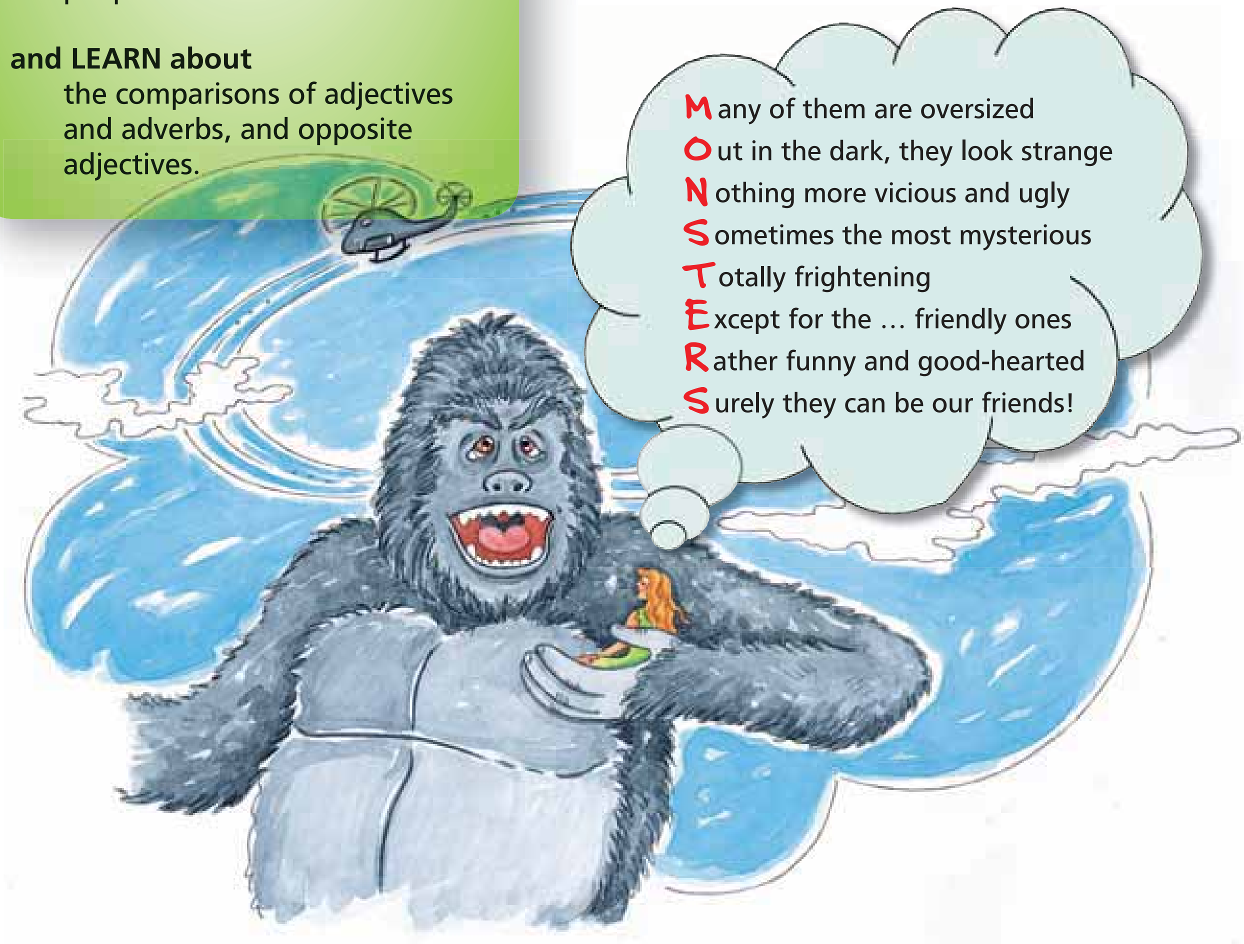
and TALK about
similarities and differences of monsters/creatures, people's appearance and personality, and act out a scene of a play

and LISTEN TO
a ghost story

and WRITE about
the appearance/personality/ skills of monsters, creatures or people

and LEARN about
the comparisons of adjectives and adverbs, and opposite adjectives.

Write your own acrostic poem like the one below.



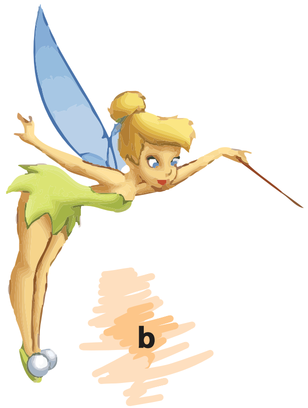
UNIT 3

Lesson 1 Old and modern Creatures

People have always made up stories about mysterious creatures, which they believe look different from ordinary people and have special, supernatural powers that ordinary people do not have.

1. Reading

A. Look at the monsters a-c below and match them to the titles of the texts:



B. Read the texts and put the missing sentences A-D in the correct place.

A. they get married and they have children.
B. Then he swims off with his pockets full of sailors.
C. They soon fall in love with each other and get married.
D. Everywhere he goes, people and animals flee.

1

Polyphemus the Cyclops

The Cyclopes are one-eyed huge, savage creatures, tall like trees. They live on an island where they do nothing but fight with each other for the wild goats, trying to find enough food to fill their huge bellies. Storms often bring shipwrecked sailors to their island. The Cyclopes catch and eat them alive.

The largest and fiercest of the Cyclopes is named Polyphemus. He always keeps vigil on his mountain, fair weather or foul. If he spots a ship, he dives into the sea and swims underwater, coming up underneath the ship and overturning it, [1]___________. However, according to Homer, Ulysses manages to escape from his cave, because he is smarter and more cunning than Polyphemus

2

Oberon, Titania, Puck and Tinkerbelle, the fairies

Fairies appear in children's stories as tiny, winged, and good hearted creatures. They behave like humans; [2]__________. However, unlike humans, they have supernatural powers, which make them, at best, unpredictable and at worst, dangerous. Tinkerbelle, Peter Pan's companion, is a tiny-winged fairy, delightful and delicate. She is sometimes friendly or unfriendly but loyal to Peter Pan.

In Shakespeare's play *"A Midsummer Night's Dream"* Oberon, the nasty King of the fairies and the wicked queen Titania live in Fairyland. They order their playful and naughty messenger Puck, to play tricks on people and make them fall in love with the first creature they see when they wake up...

LEARNING STRATEGIES

When I read a text in English...

- I read the whole text first to understand the general meaning
- I try to remember the meaning of the words I know
- I try to guess the meaning of unknown words from context
- I don't worry about unknown words if I can understand the text
- I use my knowledge on the topic to understand the text
- I look up the meaning of words I don't know in the dictionary
- I ask my teacher to help me when I have difficulties.

3

Shrek the ogre

Shrek, a horrible little **ogre** is spitting flames and smoke. Shrek is the ugliest guy in town. [3]__________. He is so ugly that he frightens himself when he gets into a room full of mirrors. He looks even uglier than his parents, who kick him goodbye and send him off in the world. Yet Shrek is proud of his green strange head and disgusting body.

Shrek goes out into the world to find adventure and along the way meets a witch, a knight, a dragon, and finally, a hideous princess, who's even more unattractive than he is! Shrek manages to enter the princess' castle. [4]__________. All the guests are surprised to see the bride carrying a cactus for a bouquet!

C. Use the information in the texts to fill in the table below:

Monster/Creature	Cyclopes	Fairies	Ogre
Names			
What they look like			
What they are like			

D. Talk about your own monster.

2. Grammar

A. Read the following dialogue. Find out how John and Mary are comparing the creatures in the texts. Complete the unfinished sentences:

Mary: The Cyclops Polyphemus is **bigger** and **stronger than** Shrek.

John: He may be **bigger** but Shrek is **more horrible than** him. When he looks at himself in the mirror he is frightened. He is **the ugliest of** all the creatures on this page.

Pupil 1: Look at Tinkerbelle. She looks ____________ and ____________!

Pupil 2: I don't think so. I think Puck is ____________.
He plays tricks on people.

B. MAKING COMPARISONS

Do you remember?

Grammar Box

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
SHORT ADJECTIVES		…-er than	the …-est of/in
	strong big ugly	stronger than bigger than uglier than	the strongest of/in the biggest of/in the ugliest of/in
LONG ADJECTIVES		more … than	the most … of/in
	horrible	more horrible than	the most horrible of/in

Look at the **Grammar Box** and complete the rule:

Comparative Form: We add ____________ in short adjectives and ____________ + ____________ in long adjectives.
Superlative Form: We add ____________ in short adjectives and ____________ + ____________ in long adjectives.

Now find more comparatives and superlatives in the texts on pages 26-27 and write them down in your copybook.

C. STUDY THIS BOX, TOO:

Adjective	Comparative	Superlative
good	**better** than	the **best** of/in
bad	**worse** than	the **worst** of/in
far	**farther/further** than	the **farthest/furthest** of/in
much/many	**more** than	the **most** of/in
little	**less** than	the **least** of/in

D. OPPOSITE ADJECTIVES

huge	tiny
vicious	good-hearted
wicked	good
horrible	lovely
playful	serious
ugly	beautiful

friendly	**un**friendly
happy	**un**happy
kind	**un**kind
attractive	**un**attractive
sensitive	**in**sensitive
predictable	**un**predictable
expensive	**in**expensive
active	**in**active

3. Practice

A. FAIRY-TALE HEROES

Talk about characters from the fairy tales you know: choose a character and talk about his/her abilities and personality.
Then compare the characters with each other.

Example:

Cinderella's dress is prettier than Tinkerbelle's.

Peter Pan is the most playful of any other hero.

Snow White's mother is more vicious than Cinderella's stepmother.

B. PAIR WORK: A MONSTER'S ID

Choose a monster and ask your friend about it. Then complete the ID card on the right.

Pupil A
Ask questions about your friend's monster. Then look at p.138 to find information about your monster and answer his/her questions.

It's your choice: You can find a different version on page **124**

Pupil B
Look at p.135 to find information about your monster and answer your friend's questions. Then ask him/her questions to complete your ID card.

Imagine that your friend's monster is wanted by the Police. Write his/her description and draw his/her picture.

C. WHAT AM I LIKE? WHAT DO OTHER PEOPLE THINK OF ME?

Choose 4 adjectives that you think describe your personality best: *talkative, (un)friendly, (in)active, moody, anxious, careful, boring, funny, cunning, smart, playful, serious, (un) pleasant, (un)attractive…*

Then ask your friend what he/she thinks of you.

Write both opinions and include them in your **portfolio**.

Lesson 2 Do you believe in ghosts?

1. Listening

A. Read the introduction below, look at the picture and answer these questions:

You are going to listen to a strange, old story about a couple from New York who are returning home from a trip to New England. They are travelling on a horse carriage, and are somewhere near Spiegletown when it starts getting dark and they have to seek shelter for the night.

A PLAY: The fifty-cent piece

a. Where is the story taking place?
b. Is it a story of the present or the past?
c. Who is it about?
d. What are these people doing?

B. Now listen to the play and answer the questions below:

1. The night is ____________________.
a. extremely dark b. very cold and silent

2. The old people's house is _________________________.
a. not as cosy as a hotel b. less luxurious than a hotel

3. The old lady offers the travellers ________________________________
a. a cup of hot coffee and biscuits b. the most delicious cakes they have ever had

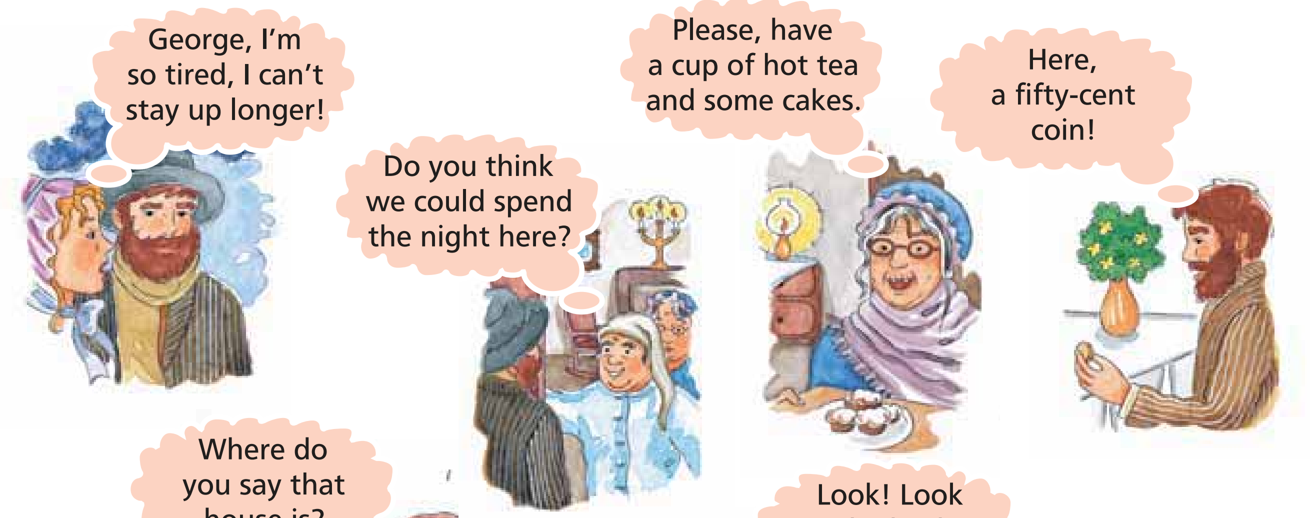
4. Before they leave, the travellers leave a coin on the kitchen table because _________________________________.
a. the house was very comfortable b. the old couple were very helpful

5. When they drive back they realize _________________________________.
a. the house is in ruins b. there is not a house there

C. Why is the play called *'The fifty-cent piece'?* What other suitable title can you think of?

D. READ, WRITE and LISTEN: What comes next?
The following scenes come from *'The fifty-cent piece'* play. One of the characters is saying something.

Work in pairs: discuss together what the other character's lines are and write them down.



Listen to the play again and compare your answers with the actual words of the characters.

A folktale from New York, USA, found at www.americanfolklore.net and retold in play form

E. JUST FOR FUN: Can you answer these questions?

The monster quiz!

What do monsters read everyday?
What do we call a friendly and handsome monster?
What do monsters eat for lunch?
What do we call a famous monster?

Turn to p.138 to check your answers to the Quiz.

3. Grammar

Look at the examples:

A. MORE COMPARISONS

1. The night	is	as	dark	as	hell.
noun or pronoun	positive verb	**as**	adjective	**as**	noun or pronoun
2. Our house	is not	as/so	luxurious	as	a hotel.
noun or pronoun	negative verb	**as/so**	adjective	**as**	noun or pronoun

Use the structures in the examples above and complete these sentences:

a. Puck is playful. Tinkerbelle is playful, too. Puck is ______________________________ .
b. Polyphemus is bigger than Shrek. Shrek isn't ______________________________ .
c. Polyphemus is more horrible than Shrek. Shrek ______________________________ .
d. Shrek is ugly. Polyphemus is ugly, too. ______________________________ .

Which of the above sentences say that two monsters are the same?____________________
Which of the above sentences say that two monsters are different?____________________

B. FORMING ADVERBS

Study these examples

Grammar Box

ADJECTIVE	ADVERB
The children are **quiet**.	They are playing **quietly**.
That is a **happy** boy.	He is singing **happily**.
BUT (exceptions)	
That is a **fast** horse.	It runs **fast**.
This exercise is **hard**.	Tom is working **hard** on this exercise.
Jim is a **good** football player.	He plays football **well**.

Complete the rule:

Adverbs are words that answer the question *HOW?*
To form a regular adverb, we add ________________
to an adjective.

C. COMPARISON OF ADVERBS

Grammar Box

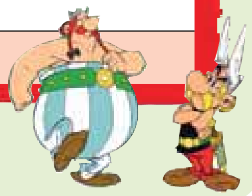
Study these examples

The black horse runs **more quickly than** the white horse. It runs **the most quickly** of all.
BUT
Tom works **harder than** Mary. He works **the hardest** of all.
George plays football **better than** his brother. He plays **the best** of all.
The plane travels **faster than** the train. It travels **the fastest** of all.

3. Practice

A. PAIR-WORK: Cartoon heroes
Which famous cartoon hero does the following?

a. Runs in the desert the fastest.	Road runner
b. Fights for justice in Gotham City the hardest.	
c. Flies in the air of Metropolis the highest.	
d. Eats the most greedily.	
e. Thinks the most cleverly.	
f. Keeps his money the most safely.	
g. Draws his gun the most quickly.	



Ask your teacher if you don't know the answer. What special abilities or skills does each one have? Write about your favourite cartoon hero.

B. A GAME: Do it our way

Read the instructions to play the game.

GROUP A	GROUP B
• Choose a player and tell him/her to mime an action, e.g. *play football*. • The player goes to **Group B** and asks: *"How do you want me to do things?"* • Now return to your group and do your mime the way Group B told you to. • If your group guesses the adverb correctly you get a point.	• A player from **Group A** comes and asks you *"How do you want me to do things?"* • Give him/her an adverb, e.g. *"quickly"*. • The other player goes to his/her group and tries to do the mime in the way you asked.

Play the game in turns.

Lesson 3 Classroom theatre

1. Puck's tricks

An adaptation of Shakespeare's Midsummer *Night's Dream*

A. Listen and read the dialogues from the adapted play. Choose a character and learn his/her part by heart.

Narrator:
In Ancient Greece there is a girl named Hermia who loves a young man Lysander. However, her father says she must marry Demetrius but she does not want to. She and Lysander escape to a forest.
Helena is Hermia's friend and loves Demetrius. Helena and Demetrius also run away to the forest. Soon, they get tired and they fall asleep under the trees.
In the forest, there is Nick Bottom, an actor and his group, who are putting on a play. Farther through the forest the queen of fairies Titania is arguing with her husband, Oberon who is very angry with her. So, he sends Puck, the playful sprite, to bring the juice from the love flower to make her love him again.

Puck:
Ha, ha! I'll play a trick on all these people! I'll turn this man to a donkey. Abracadabra! You, Nick Bottom, are a donkey! (Nick becomes a donkey)

Oberon: *(angrily)*
Give me the magic juice. I'll put some of it in Titania's eyes myself. When she wakes up, she will fall in love with the first one she sees. This will be me.

Titania:
Where am I? *(Looking at Nick Bottom)* Oh, my love! Who are you? You are so handsome!

Nick: *(running away)*
Help! Help!

On May 16 and 18, 2000, the pupils of Crichton Park School performed *"A Midsummer Night's Dream"*

Titania:
Where are you going my love! Come back to me!

Puck:
Ha, ha, ha! Let me put some flower juice in Lysander's eyes now.

Lysander: *(wakes up and sees Helena)*
Oh, I am desperately in love with you! How beautiful you are!

Helena:
What's wrong with you? Don't you love Hermia any longer?

Lysander:
Hermia? Who is she? You are my love!

Puck:
Ha, ha, ha! Let me put some flower juice in Demetrius' eyes now.

Demetrius: *(wakes up and sees Hermia)*
Oh, my darling Hermia! You are the prettiest girl in the world. I love you deeply and truly!

Hermia: *(sadly)*
Oh, where is Lysander? Why isn't he with me? He is my true love! *(She is crying)*

Oberon: *(angrily)*
Come here Puck! Put everything back to normal.

Puck:
All the play is just a dream! Everything that happens on a midsummer night in a magic forest is a dream.

B. PROJECT: Prepare and perform the scene from *"A midsummer night's dream"*:

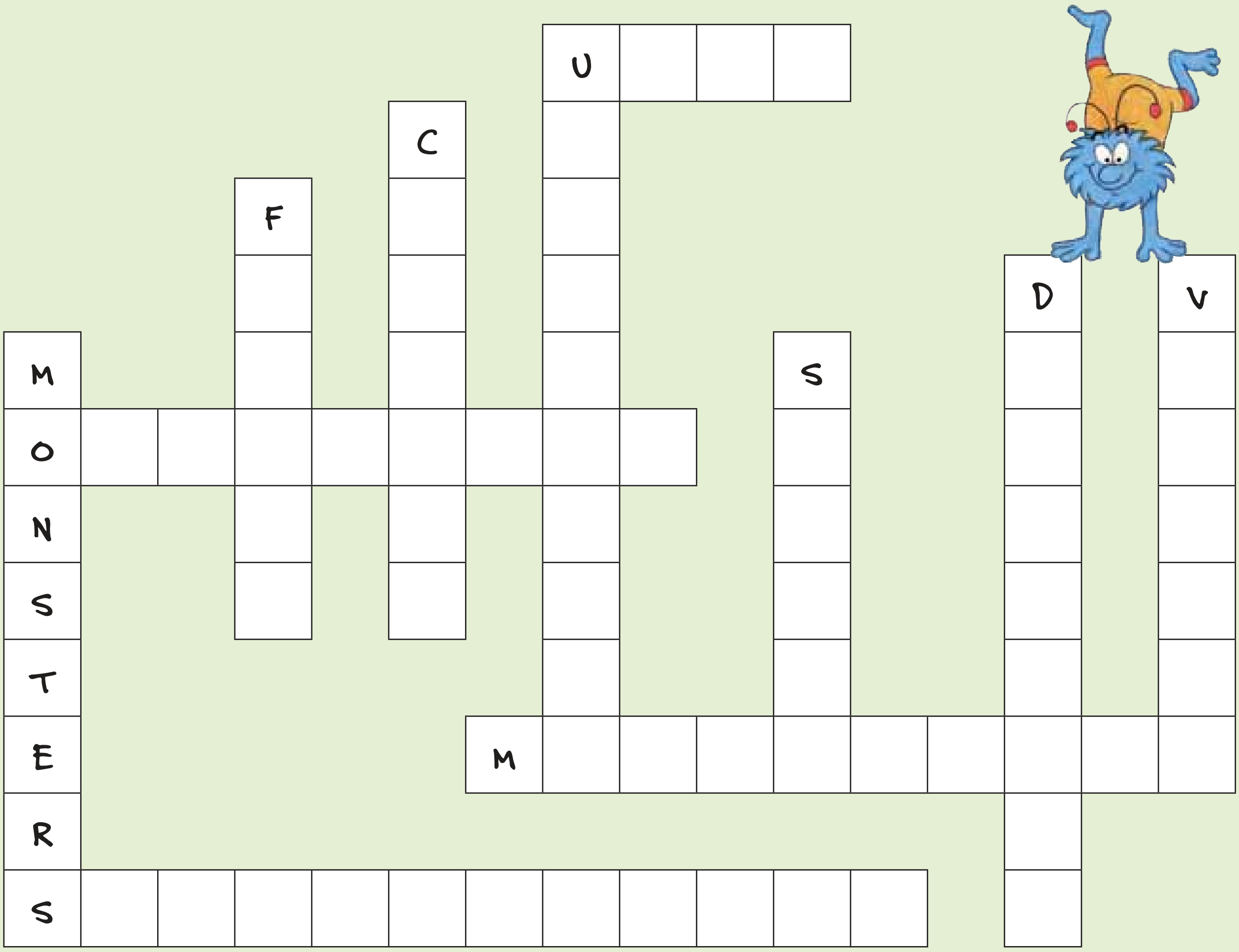
Work in groups to play the scene before an audience. Make preparations:

a. choose your role and learn your part
b. set the scenes
c. draw posters and masks
d. choose appropriate music
e. choose your costumes, and
f. announce your performance.

Take pictures or a video of the performance and include them in your **portfolio**.

Check yourself

A. CROSSWORD: Complete with "monster adjectives"



___ / 5 points

B. Write the opposite of these adjectives:

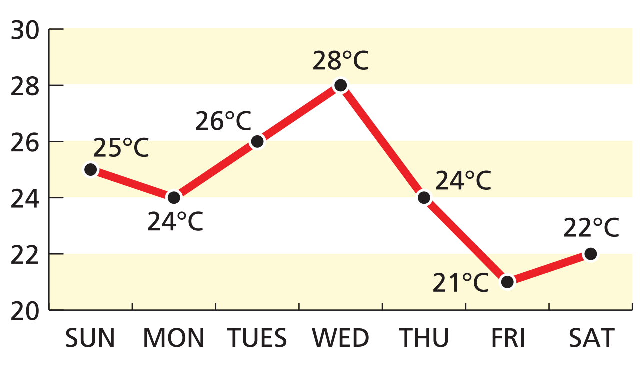
kind ______________________ friendly ______________________

predictable ______________________ expensive ______________________

sensitive ______________________ attractive ______________________

___ / 3 points

C. Look at the chart below and complete the sentences using the correct form of the adjectives *warm* and *cool*:



1. Monday is _______________ Friday.
2. Thursday is _______________ Tuesday.
3. Friday is the ___________ day of the week.
4. Wednesday is __________ day of the week.
5. Monday is _______________ Thursday.
6. Monday isn't _______________ Tuesday.

___ / 6 points

D. The table below shows some pupils' performances at sports. Look at the information and fill in the sentences using the correct form of the adverbs: *quickly, high, far, well:*

PUPIL'S NAME	100 m SWIMMING RACE	HIGH JUMP	DISCUS THROWING
Markos	1 min 30 sec	1,35 m	15 m
Peter	1 min 29 sec	1,50 m	16 m
Steven	1 min 34 sec	1,35 m	14,50 m

1. Peter runs _______________ of all.
2. Markos runs _______________ Steven.
3. Peter throws the disc ______________ of all.
4. Steven jumps ______________ Markos.
5. Steven doesn't throw the discus ______________ Markos.
6. Peter is ______________ athlete of the three.

See **p. 47** Workbook

___ / 6 points
My total score is ___ / 20 points

NOW TICK WHAT YOU CAN DO

REMEMBER when you read a text in English:
- Don't worry about unknown words and try to guess their meaning from context.

I can talk about
- Similarities and differences
- People's appearance and personality
- Parts in plays (act out)

I can listen to and understand
- A ghost story

I can read and understand
- Long stories and literature extracts about creatures

I can write about
- The appearance/ personality/ skills of people and creatures

Unit 4 The history of the aeroplane

We are here to READ
biographies of inventors, an e-mail and attached files and a poem about the "Fall of Icarus"

and TALK about
Deadalus and Icarus and a painting

and LISTEN TO
the myth of Deadalus and Icarus and a dialogue about an incident during a flight

and WRITE
a biography and a poem

and LEARN about
the technology of aeroplanes and how to use Simple Past, Past Continuous and linking words

A

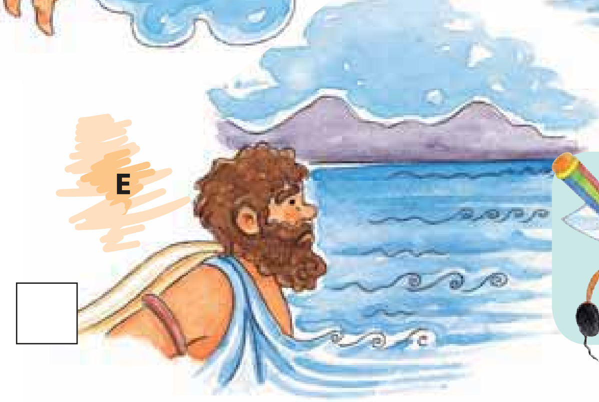
B

C

F

1

D

E


A. Do you remember the story of Daedalus and Icarus? Put the pictures A-F in the right order. Write 1-6 in the boxes.
B. Now listen to the story and check your answers.

Lesson 1 A day at the Museum

1. Reading

A. Jim and Mary received an e-mail message from their pen friends Joan and Joe from London, UK. *Read the e-mail and answer the following questions:*

1. What did Joan and Joe see in the Fleet Air Museum?
2. Did they enjoy the visit?
3. What did they learn?
4. What else did they send Jim and Mary?
5. Is there a similar museum in Greece? Organise a visit with your class.

Message from Joan + Joe

Reply | Reply All | Forward | Link | Flag | Print | Junk | Move | Categories | Projects

From: < abcd@asd.uk…>
Date: Saturday, Jan. 31, 3:56 p.m.
To: <… efgh@thl.gr >
Subject: Message from Joan + Joe

Attachments: merchandising.doc

Worksheet 1; Worksheet 2 — 87 K

Open | Save | Remove

Dear Jim and Mary,

Yesterday, our class visited the Fleet Arm Museum outside London near Yeovilton. We saw over 40 historic planes there and we heard a lot about the history of planes and the Wright brothers, the first fliers. We also saw modern aeroplanes and then we flew on a helicopter in a simulator! It was exciting! We learnt about the four forces of flight, too.

Open the attached files:
These are the worksheets
we worked on in the museum.
Do you want to try them, too?

Kisses
Joan and Joe

Schedule "Send & Receive All" will run in 4 minutes

B. Attached File: (Worksheet 1)

Here is the story of the Wright Brothers. Read the sentences on the right and put them in the right place in the text:

a. They made kites.
b. It was a toy helicopter.
c. They opened a bicycle shop.

The Wright Brothers

Wilbur and Orville Wright invented the first aeroplane in the United States of America in 1903. The Wright brothers thought of the flight when one day their father returned from a trip and surprised the boys with a small toy. .... (1) The boys admired the toy very much and they said that they wanted to fly. While the boys were growing up, they were always repairing and fixing things. .... (2) and sold them to classmates. Later, ... (3) and repaired bicycles. They used the money from the bicycle shop for their first flight experiments. The historic flight lasted for just 12 seconds and covered about 120 feet. This changed the world forever.

Sources: http://www.nasm.si.edu/wrightbrothers/, www.wright-house.com/wright-brothers

C. Attached File: (Worksheet 2)
Can you label the missing parts of the aeroplane?

UNIT 4

2. Grammar

Do you remember?

A. TALKING ABOUT THE PAST TIME

1. Complete the sentences in the Grammar Boxes:

Grammar Box 1

Past Simple

The Wright Brothers **invented** the first plane in 1903.

We **saw** historic planes *and* we **heard** about the first flyers, the Wright brothers.

We ______________ the Fleet Arm Museum, we ______________ modern aeroplanes *and then* we ______________ on a helicopter, in a simulator.

Grammar Box 2

Past Continuous

While the boys **were growing** up, they **were** always **repairing** and **fixing** things.

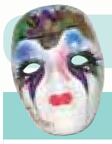
While Mary ______________ ______________ computer games, Jim ______________ ______________ TV and their parents ______________ ______________ books.

2. Now underline the correct tense to form the rule:

a. We use the **Past Simple / Continuous Tense** for actions that continued for some time in the past.

b. We use the **Past Simple / Continuous Tense** for a series of actions that took place at a certain time in the past.

3. Practice



A. ROLE PLAY: TALKING ABOUT ICARUS

Student A	Student B
You are talking to your friend Jim. You read Icarus' story in your history book and now you are telling it to your friend who needs to find information about Icarus and his accident for a project at school. Answer your friend's questions, using Past Simple and Continuous.	**You are Jim from London.** You need to learn about Icarus and his accident for a project at school. Ask about the flight, the fall and how it all started. Use question words: how, when, what, who, etc., with verbs in Past Simple and Continuous.

B. Jim is telling you the story of the Wright Brothers. He doesn't remember it well and makes a few mistakes. Correct him.

	JIM	YOU
Example: **a.**	The Wright brothers invented the first plane in France in 1903.	No, they didn't invent it in France. They invented it in the USA.
b.	Their father gave them a flying carpet.	No, he didn't…
c.	While the two brothers were growing up, they were working with their father.	No, while they…
d.	When the boys were young, they made keys and sold them to classmates.	No, that's not correct. They…
e.	The historic flight lasted 13 seconds.	You're wrong…

C. MEDIATION
Jim and Mary are working on a school project and want to find information about Julius Verne and his books.
Look at the book summary on the cover of one of his books you found at the school library.
Write an e-mail to Jim and Mary telling them about the book and the story.

ΑΠΟ ΤΗ ΓΗ ΣΤΗ ΣΕΛΗΝΗ *Ιουλίου Βερν*

Υπάρχει ζωή στη Σελήνη; Κατοικούν εκεί άνθρωποι; Μπορούμε να επικοινωνήσουμε μαζί τους; Μπορούμε να ζήσουμε εκεί;

Για χρόνια, οι επιστήμονες ζητούσαν απαντήσεις στα καίρια αυτά ερωτήματα χωρίς να μπορούν να δώσουν μια θετική απάντηση. Ο Ιούλιος Βερν, με την ασύλληπτη φαντασία του, δίνει τη δική του απάντηση στέλνοντας τρεις τολμηρούς εξερευνητές να γνωρίσουν από κοντά το δορυφόρο της Γης. Αλλά πώς θα ταξιδέψουν στη Σελήνη; Ο προφητικός αυτός συγγραφέας έχει τη λύση: μια οβίδα που μοιάζει πολύ με τα σημερινά διαστημόπλοια, εκτοξεύεται από ένα τεράστιο κανόνι. Θα φτάσουν άραγε οι εξερευνητές μας στον προορισμό τους; Ποια θα είναι η μοίρα τους σε ένα εγχείρημα που διαδραματίζεται εκατό χρόνια πριν από την προσελήνωση του σύγχρονου ανθρώπου;

UNIT 4

Lesson 2 An air pocket

1. Listening / Speaking

Before you listen, discuss the following questions:

1. Is travelling by aeroplane safe?
2. What problems do pilots face while they are flying? Name some.

A. Jim, Mary and their father are travelling on an aeroplane. Listen to their dialogue. What was the in-flight problem discussed? Where was the plane travelling to?

Problem ______________________________

____

Flight ______________________________

____

B. Listen again and complete the sentences:

1. While the plane was flying above the ocean, it ______________ a dive.

2. The airhostess ______________ coffee and the passenger next to Jim's father ______________

3. Jim's father ______________ a magazine.

4. Jim's father ______________ his prayers when he heard the captain's voice.

C. The next day Jim went to the school library to find more information about planes and how they fly. Here are some pictures he found:

PICTURE A
Can you help Jim match the four forces with the correct direction?

<u>**Drag**</u> pushes the plane	forward
<u>**Lift**</u> pulls the plane	down and backward
<u>**Thrust**</u> pushes the plane	downward
<u>**Gravity**</u> pushes the plane	upward

The four forces of flight

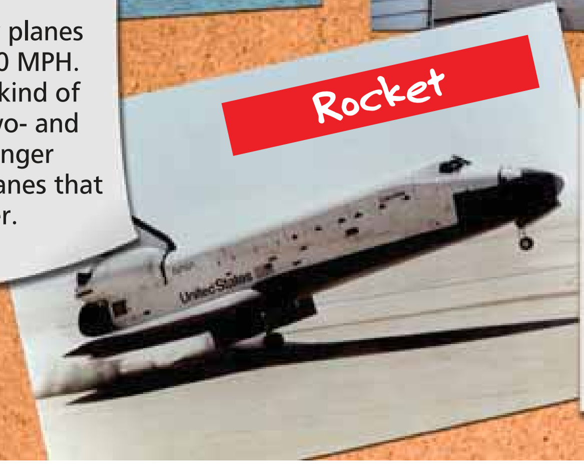
PICTURE B
Look at the pictures of the planes below, read the information and write **T** (true) or **F** (false) next to statements 1-4:

TYPES OF PLANES

These planes carry passengers and cargo. Their speed is just below the speed of sound (350-750 MPH). Their engine is very powerful and they can travel very quickly with many people and goods.

760 MPH is the speed of sound. These planes can fly up to five times the speed of sound (760 -3500 MPH). They have a special engine and they are designed with lightweight materials. Do you know why? To have less drag.

Most of the early planes can fly at 100-350 MPH. Examples of this kind of planes are the two- and four-seater passenger planes and seaplanes that can land on water.



Rockets fly at speeds 5 to 10 times the speed of sound (3500 - 7000 MPH) as they orbit. They have a very powerful engine in order to travel at this speed.

1.	The Boeing travels very fast.	**T**
2.	Rockets fly 4 times the speed of sound.	
3.	The seaplane can land on water.	
4.	The Concorde travels below the speed of sound.	

2. Grammar

A. TALKING ABOUT THE PAST TIME

1. Complete the sentence in the Grammar Box:

Grammar Box

Past Continuous – Past Simple

I **was** fly**ing** over the ocean *when* the plane **took** a dive.

While I ___________________ my prayers, I _______________ the captain's calm voice.

I was flying over the ocean when... | ...the plane took a dive

2. Now complete the rule with ***a*** or ***b***:

a. a past event **b.** a longer activity that sets the scene in the past

When the ***Past Continuous*** and the ***Past Simple*** appear in the same sentence **the Past Continuous describes** ___________ and **the Simple Past describes** ___________

B. USING LINKING WORDS

(**at**) **first**, **then**, **after that**, **when**, **while**, **as**, **later**, **finally**, (**at**) **last**

1. Study the examples in the Grammar Box to see how to use linking words:

Grammar Box

Linking words

As the Wright brothers were growing up, they were repairing and fixing things.

First, they made kites and sold them to classmates.

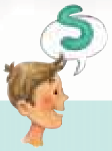
Then, they opened a bicycle shop and repaired bicycles.

Later, they used the money for their first flight experiments.

Finally, they flew the first plane in 1903.

2. Now, write your own sentences using the linking words that don't appear in the **Grammar Box**: **after that**, **when**, **while**, **in the end**.

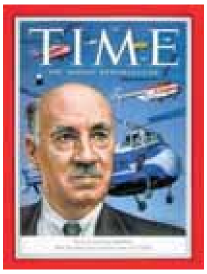
3. Practice

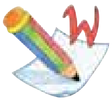


A. THE MISSING LUGGAGE

You are waiting for your flight at the airport when you realise that your handbag is missing. Ask a security officer for help. Tell him/her what you and the people around you were doing.

I was…
when…





B. IGOR SIKORSKY: The father of the helicopter

Your teacher has asked you to write the biography of another inventor: *Igor Sikorsky*. Here are some notes about him. Read the notes and write his biography using linking words to join the sentences. Then present it in class.

LEARNING STRATEGIES
When I write a biography…
I decide who I want to write about
I collect information about him/her
I organise my information into paragraphs
I use linking words to connect my sentences
I check my writing for mistakes (grammar, spelling etc.)

1889	Born in Kiev, Russia
	As a schoolboy, he (build) several model aircraft and helicopters
	(study) in Russia and Paris, France
	(build) the world's first multi-engine aircraft
1919	After Russian revolution (emigrate) to USA
	his money (run out), (teach) Russian immigrants mathematics, astronomy and aviation
	(work) as an aircraft designer
1923	(start) his own aeronautical company, the *Sikorsky Aero Engineering Corporation*
1925-1940	(create) a series of increasingly successful aircraft, including the first helicopter
1972	(die) in USA

You can start and finish like this:

People call Igor Sikorsky 'the father of helicopter'. He was born…
…
The Sikorsky Aircraft Corporation continues to the present day as one of the world's leading helicopter manufacturers.

Put his biography in your **portfolio**.

Lesson 3 The Fall of Icarus

The Project

A. Look at the painting and read the poem below it.
What do they have in common? Can you spot Icarus in the picture?

Landscape with the Fall of Icarus
Pieter Brueghel – Landscape with the Fall of Icarus created in 1558
Oil on canvas, Musées Royaux des Beaux-arts de Belgique, Brussels

According to Brueghel, when Icarus fell...

It was spring.
A farmer was working in his field.
A shepherd was looking after his sheep.
A fisherman was catching fish
near the edge of the sea.
All were sweating in the sun
that melted the wings' wax.
Off the coast there was a splash
quite unnoticed.
This was Icarus' drowning.

B. Draw your own picture or write your own poem about the fall of Icarus.
Follow the steps on the right:

Include your picture or poem in your portfolio.

- Try to find as many pictures / texts about the fall of Icarus as you can
- Study them and try to find a way to express your own feelings and ideas
- With your partners in your group, draw your picture or write your poem
- Present it in class

Check yourself

A. Let's solve the riddles

1. Where do the pilots fly the plane from? ____________ cockpit
2. It runs when you have a cold but it's the front part of a plane, too. ____________
3. Dogs shake it when they are happy but it's also the back part of a plane. ____________
4. These help birds and planes to lift into the air. ____________
5. What is the force that pushes the plane downwards? ____________
6. What is the force that pushes the plane upwards? ____________

___ / 5 points

B. Complete the text using the verb in parenthesis in the right tense:

THE MONTGOLFIER BROTHERS

Joseph (1740-1810) and Jacques Etienne (1745-1799) Montgolfier were two French bothers who ____________ (invent) the first successful hot-air balloon. They ____________ (launch) their first balloon in December, 1782. Almost a year later, the first trip ____________ (be) possible.

Joseph and Jacques Etienne ____________ (make) a paper balloon, they ____________ (burn) wet straw and ____________ (fill) it with hot air. It ____________ (begin) to rise because hot air is lighter than the rest of the air. The first passengers in a hot-air balloon ____________ (be) a rooster, a sheep, and a duck, whom the Montgolfier brothers ____________ (send) up to an altitude of 1,640 ft (500 m) on September 19, 1783. The trip ____________ (last) for 8 minutes. The animals ____________ (survive) the landing. King Louis XVI and Queen Marie Antoinette of France ____________ (watch) this event.

___ / 6 points

http://www.enchantedlearning.com

C. Join the sentences:

1. King Minos jailed Daedalus and Icarus
2. Daedalus thought that the only way to escape
3. Daedalus made
4. Icarus didn't remember
5. Icarus flew higher and higher until
6. Icarus moved his arms faster and faster
7. Icarus fell down
8. Daedalus looked hard

a. but that didn't help much.
b. into the deep sea.
c. in the labyrinth.
d. but he couldn't find his son.
e. the wax started to melt.
f. was to fly out of prison.
g. two sets of wings.
h. his father's advice.

___ / 4 points

D. Look at the pictures and write the story using <u>Past Simple</u> and <u>Past Continuous</u> and the <u>linking words</u> as, *when*, *after that*, *then*, *while*:

Mr Badluck was packing his suitcase to go to the airport **when** ____________
________________ He left in a hurry ______________________________________
____
____
____
____
____
____
Finally, he changed his ticket for the next flight.

See **p. 47** Workbook

___ / 5 points
My total score is ___ / 20 points

NOW TICK WHAT YOU CAN DO

REMEMBER when you write a biography of a personality:
- Collect information about him/her, organize your information into paragraphs and use linking words to connect the sentences.

I can talk about
- Events in the past ☐
- Types and parts of planes ☐
- Flight problems ☐

I can read
- E-mails and attached files ☐

I can listen to and understand
- Descriptions and dialogues about flights ☐

I can write
- A biography and a poem ☐
- My feelings about a painting/ a poem ☐

Unit 5 Travelling Through Time

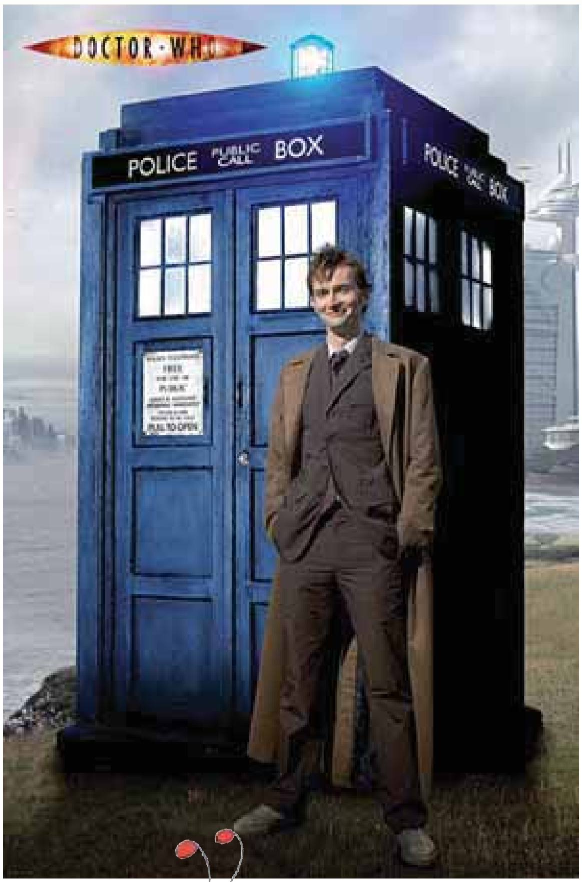
You are here to READ
a questionnaire / a diary / the lyrics of a song / a museum leaflet

and TALK about
memories of the past / past habits / photos of the past

and LISTEN TO
a song / a museum guide / a recorded message with museum information

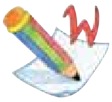
and WRITE
an informal letter

and LEARN about
how to ask for information or directions / how to give information or directions / how to talk about past habits with used to … / about the public transport system in London



MEMORIES
What did you use to do when you were 5 years old?

Tick ☑ the correct facts:



I used to crawl	
I used to play with my Lego	
I used to be afraid of the dark	
I used to believe in Father Christmas	
I used to bite my nails	
I used to drink a lot of milk	

Lesson 1 Diaries

1. Reading

A. Anastasia's grandmother was a young girl in the 1960's and lived in the UK with her parents.
These are a few pages from her diary Anastasia found.

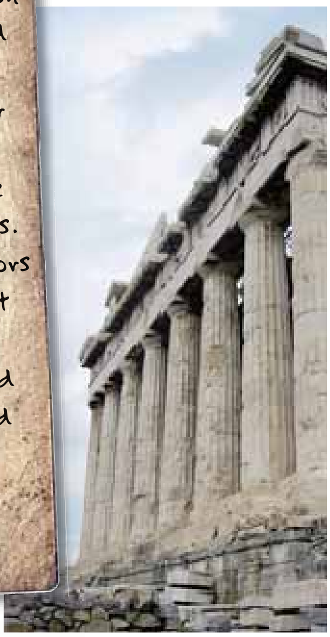
Read the pages quickly to find out how her grandmother used to spend her weekends.

Tuesday, November 5, 1968
I am very happy today!
I bought a nice mini skirt and a pair of high heeled shoes to wear at Angie's party on Saturday.
I also bought her a present: a record of The Beatles!

Sunday, November 10, 1968
Angie's party last night!
It was fantastic! We all danced rock and roll and sang The Beatles' song "Yesterday"!
Angie was beautiful in her new pair of bell bottomed pants and everyone seemed to admire my mini skirt!
I met Andreas, her cousin.
He wore his hair in a pony tail. It was really cute!
The food was delicious and the drinks, too. I had a lot of canapés and fruit punch!

Monday, November 11, 1968
It's too bad I can't wear my new mini skirt at school but it's Catherine's name day party next weekend.
I can wear it then.
Anyway, I look nice in my blue uniform! That's what my mum says!
I saw Andreas on the way from school. I was too shy to talk to him!

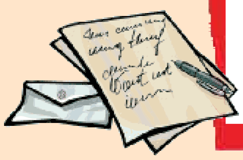
Wednesday, November 13, 1968
I learned very interesting things during the history lesson today. Our teacher explained that in Ancient Greece both men and women used to wear linen in summer and wool in winter. Their clothes were simple tunics and warm togas. They also enjoyed using mirrors and hairbrushes. Women kept their hair long, in braids, or wore it in ponytails. Men used to have their hair short and they usually had a beard, too. Both men and women used to wear perfume. How interesting!



B. In the 1960's

Read the diary entries again and complete the following table with the correct information about young people in the 1960's.

They used to...



wear...	eat / drink...	listen to...	dance...

C. In Ancient Greece

Anastasia's grandmother learned about Ancient Greece at school. Use the information in her diary to complete the phrases below:

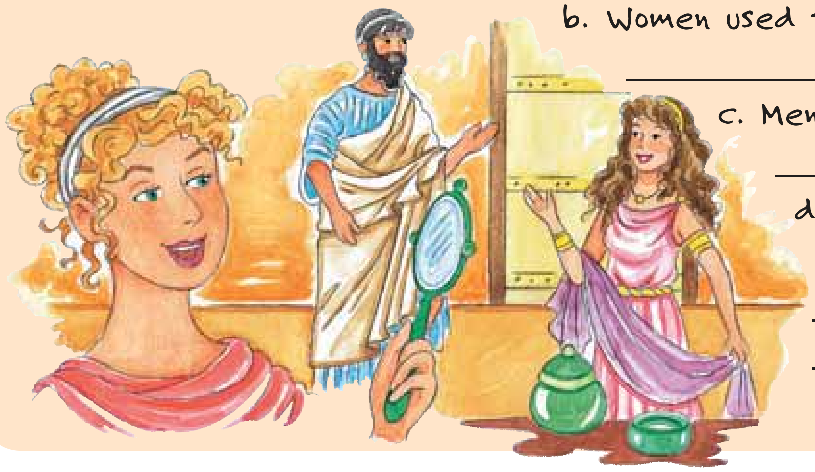
In Ancient Greece...

a. Men and women's clothes used to be ____________

b. Women used to have their hair______ ______________________

c. Men used to have _________ _______________

d. Both men and women used to ________________ ________________ ________________



D. Anastasia's grandmother used to wear a blue uniform at school.

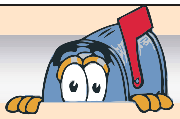
Did she like it or not?
What do you think?
What is your opinion about pupils wearing uniforms at school?

2. Grammar

A. TALKING ABOUT STATES OR HABITS IN THE PAST
Study these boxes:

Grammar Box 1

	used to + infinitive *OR* **Past Simple**	
In Ancient Greece, people	**used to** wear *or* **wore**	linen clothes in summer. *(A past state that is not true now)*
When I was fifteen I	**used to** listen to *or* **listened to**	rock music. *(An old habit that has now stopped)*



Grammar Box 2

	BUT	
My cousin Suzan	**wore**	a linen jacket at the party last night. *(Something we did at a specific time in the past)*

B. Now fill in the rules with **used to**, **bare infinitive** and **Past Simple**:

We use ____________ to talk about something that we did or happened at a specific time in the past.

We use ____________ + ________ ____ to talk about past habits or states which are no longer true. We can replace ____________ + ____________ with ____________ without changing the meaning.

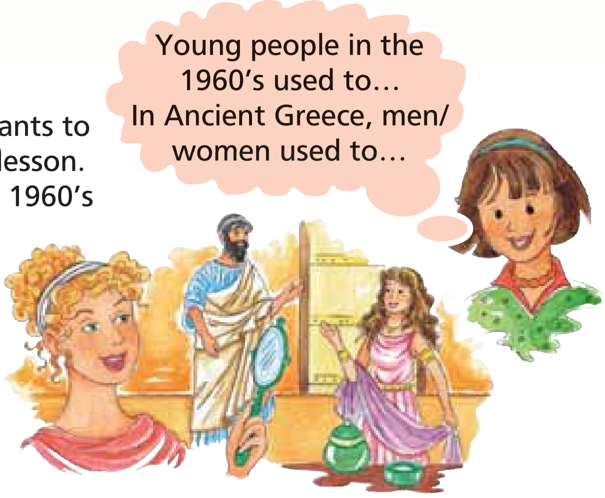
C. Read the examples below and complete the table:

AFFIRMATIVE	NEGATIVE	QUESTION
They used to dance Rock 'n' Roll. *(They don't dance it any more)*	They didn't use to Rap. *(They sang love songs instead)*	Did they use to dance Rock 'n' Roll?
____________________ ____________________	____________________ ____________________	______________ drink fruit punch?
____________________ parties.	______________ fast food restaurants.	____________________ ____________________
______________ listen to Beatles' songs.	____________________ ____________________	____________________ ____________________

3. Practice

A. CHECK YOUR MEMORY

Tim, your pen friend from Ireland, wants to know what you learned in your last lesson. Tell him about people's habits in the 1960's and in Ancient Greece:



B. WHAT DID YOU USE TO DO WHEN YOU WERE 5?

You want to find out about your partner's present and past life. Ask each other questions and fill in the table (NOW - THEN):

Now	Then
He/She does his/her homework.	He/She used to go to his/her grandparents'.

Example:

What do you usually do at weekends?
What did you use to do at weekends when you were 5 years old?

You can ask:

What kind of clothes / wear at parties?
What / do at weekends?
What games / play?

What / do in the evenings?
Which TV programs / watch?

Yesterday all my trouble seemed so far away.
Now it looks as though they're here to stay.
Oh, I believe in yesterday.
Suddenly I'm not half the man I used to be.
There's a shadow hanging over me.
Oh, yesterday came suddenly.
Why she had to go I don't know, she wouldn't say.
I said something wrong. Now I long for yesterday,
Yesterday...

C. Read the lyrics of The Beatles' song 'Yesterday'.

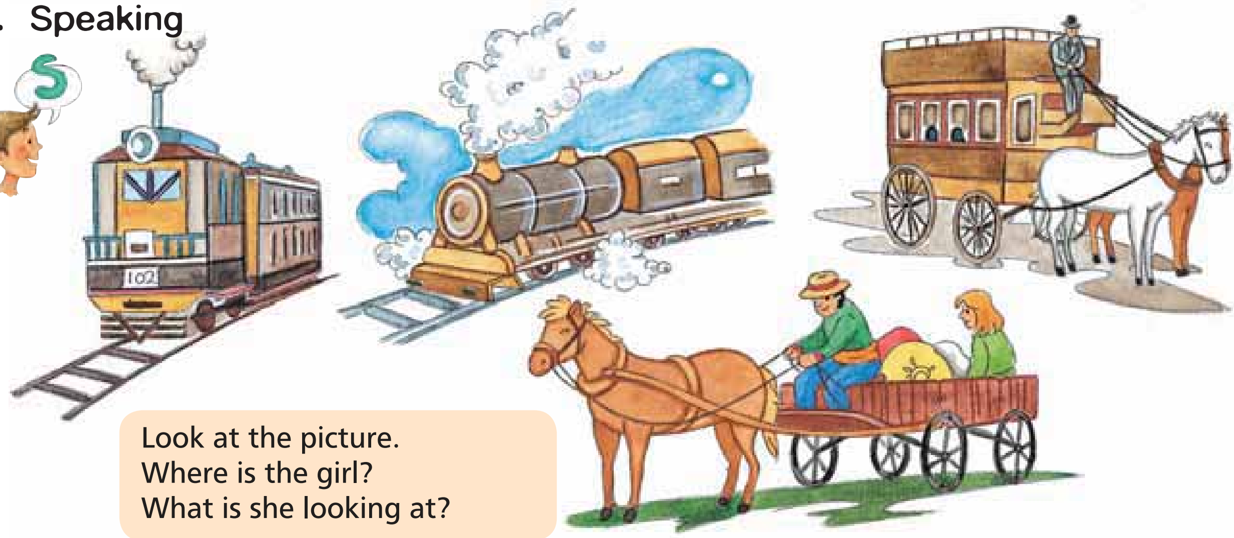
Is the singer happier today than he was yesterday?

D. Find a photo of you at the age of 4 or 5 and bring it in class. Don't worry if you don't have one; draw a picture of you at that age. Use this photo or drawing and the information in exercise B to write about you at that age. Add more information if you like and put it in your **portfolio**.

Begin like this: This is a photo of me when I was... years old. At that age, I used to...

Lesson 2 Transportation

1. Speaking



Look at the picture.
Where is the girl?
What is she looking at?

A. Listen to a recorded message, which gives information about the London Transport Museum and complete the table with the information you need to visit the Museum. You will listen to the message twice.

Opening hours	Sat-Thu ______________ Fri ____________________
Admission	adults: £_____________ students: £_____________ children under 16 (accompanied by adult): _________
Location	______________________
Nearest Underground Station	Covent Garden
Phone	(0) 207 37 96 344
Website	www.ltmuseum.co.uk

B. Anastasia's class is going on a guided tour to the London Transport Museum. Listen to the guide. Are the sentences below TRUE or FALSE?

The guide takes the children to the room with trams.	T
People used to pull the trains in Victorian time.	
Victorian people used to travel by omnibuses.	
Children can drive a double-decker bus.	
Children can play the treasure hunt game.	
The gift shop sells drinks and snacks	

Do you remember how we ask for and give directions? Here are some useful expressions.

2. Asking for and giving directions / information

Everyday expressions

Asking for directions / information	Giving directions / information
Excuse me, how can I go/ get to… Can/could you tell me where… is, please? Can/Could you show me the way to…? What time…? How much…, please?	Go up/down… street until you get to… Go straight… Walk as far as… Take the bus/ train to… Turn right/left… It's on the corner of… Take the first/second turning… It is near/opposite/behind/in front of/ between… You can't miss it!

3. Practice

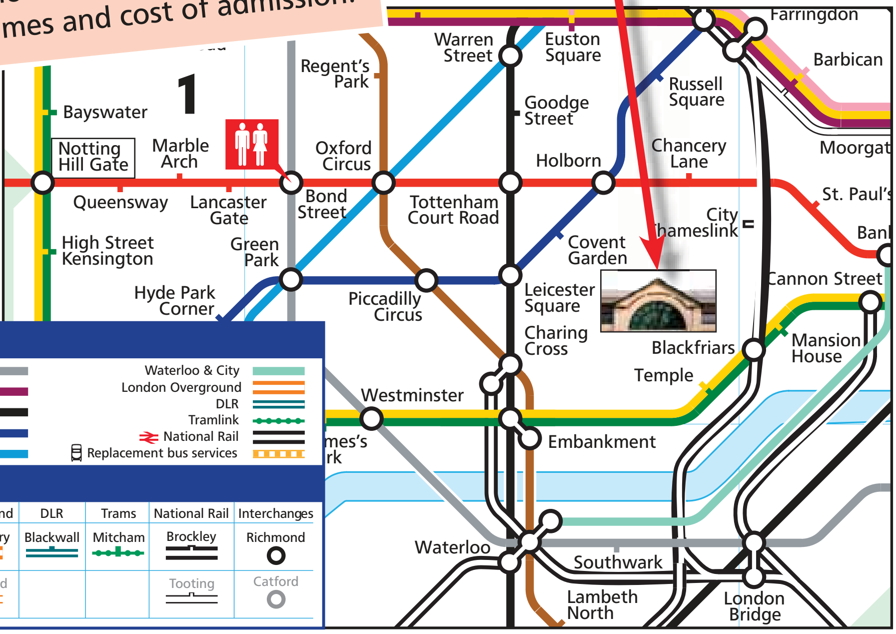
A. PAIR WORK: VISITING THE MUSEUM

Student A
It is Tuesday 9.00 a.m.
You are at BOND STREET Underground station in London, and you want to go to the **London Transport Museum**. Phone the Museum and ask them for directions how to get there. Ask information about the times and cost of admission.

Student B
You are working at the ticket office in the London Transport Museum.
You answer the phone and give all the information and directions Student A is asking for.

Use the map on the right to give and follow the instructions.

London Transport Museum



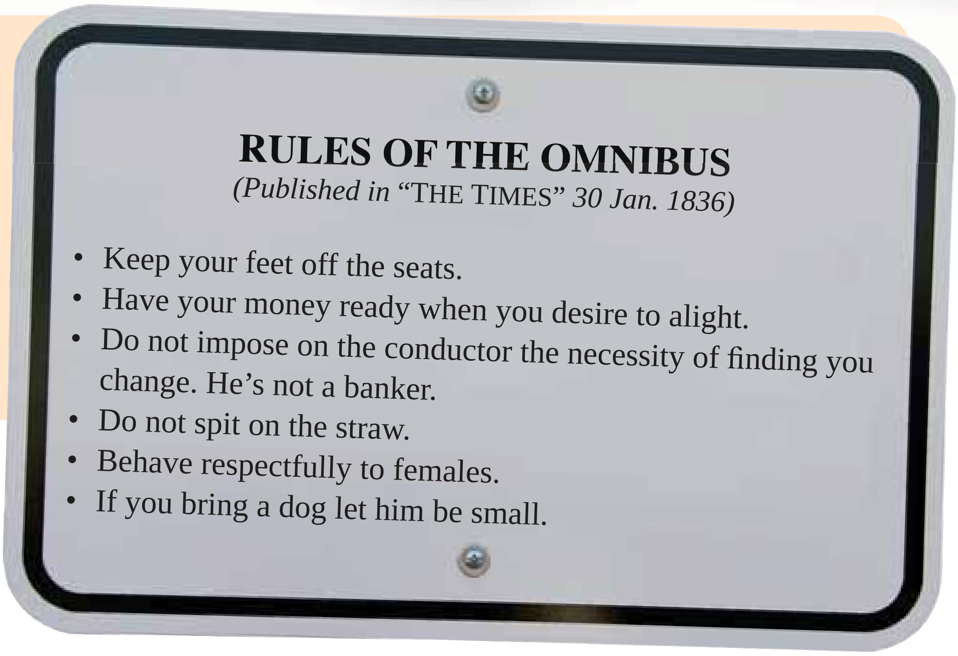
Key to lines

Bakerloo		Jubilee		Waterloo & City	
Central		Metropolitan		London Overground	
Circle		Northern		DLR	
District		Piccadilly		Tramlink	
Hammersmith & City		Victoria		National Rail	
				Replacement bus services	

Key to stations and frequencies

	Underground	Overground	DLR	Trams	National Rail	Interchanges
Stations with at least 4 trains per hour from 0930 to 1600, Mondays to Fridays	Leyton	Canonbury	Blackwall	Mitcham	Brockley	Richmond
Stations with fewer than 4 trains per hour from 0930 to 1600, Mondays to Fridays	Chigwell	Hatch End			Tooting	Catford

B. THE LIST OF RULES
Read the List of Rules the students found in the museum. Are they different from today's rules?



Write a list of rules you can find in today's trains or buses. What other rules can you add to this list?

C. LONDON 'UNDERGROUND' AND ATHENS 'ATTIKO METRO'
You are in London with your parents and friends who cannot understand English signs. Match the following rules you found in the London 'tube' with the ones from Athens 'Attiko Metro' to explain their meaning.
How are they different?

No smoking → Απαγορεύεται το κάπνισμα

ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ ΤΗΝ ΕΞΟΔΟ

Do not consume food or drink

Απαγορεύεται η κατανάλωση φαγητού και ποτού στους χώρους του ΜΕΤΡΟ

Don't lean against the door. It opens automatically.

Περιμένετε μέχρι ο συρμός να σταματήσει

Mind the gap

Προσοχή στο διάκενο

Keep clear of the doors

ΕΞΟΔΟΣ

Wait till the train stops

Μην στηρίζεστε στην πόρτα. Ανοίγει αυτόματα.

Way out →

D. PAIR WORK: OLD MEANS OF TRANSPORT

Your friend Joe from Britain is visiting you in Greece. He sees the photo below and wants to know where he can find a horse carriage like this. With your partner, give him the information he needs and explain why and where it is still used.

E. LETTER WRITING

1. This is part of a letter you received yesterday from your pen friend in Britain. What news does he give you?

LEARNING STRATEGIES

When I write a letter…

a. I decide…
who I am writing to
why I am writing
what I am going to write about.

b. I include…
a salutation
an opening paragraph
the main part of the letter
a closing paragraph

c. I end my letter and sign it.

Dear…, ← **Your name (salutation)**

_______________ I've great news to tell you.

_______________ ← **Opening paragraph**

Last week my class went to the London Transport Museum to see the trains. You can have a go at operating a tube train on the simulator. It's not real, but you can see what the driver sees when he's driving the train and there are the real levers and buttons. In another part of the museum you can see how the tracks and the signals work. It was really interesting. ← **Main part of letter**

The buses and trains they had in the old days were very smart inside. The Victorians had buses pulled by horses but they didn't have real horses in the museum.

The café was nice but the toilets were disgusting, they stank. Yuck! But I still thought it was really fantastic. I really had a great time!

_______________ ← **Closing paragraph**

Ending Yours,

Joe ← **Writer's signature**

2. The opening and the closing paragraphs of the letter are missing. Choose one from the following table and write it in.

Opening paragraphs	Closing paragraphs	Endings
I hope you are well…	That's all for now.	Cheers,
Thanks for your letter…	Take care and write soon.	Love,
It was nice to hear from you…	I'm looking forward to hearing from you.	Lots of kisses,
		Yours,
		Best wishes,

3. Now send a letter to Joe and tell him about a school visit to a museum or place of interest. Tell him about it, what you saw and did there, and if you liked it or not. Follow the layout of the letter in Task 1 and choose phrases from the box above to begin and end your letter. Put it in your **portfolio**.

Lesson 3 The Museum Leaflet

The London Transport Museum

A. Look at the front and back page of the London Transport Museum leaflet. What information can you find in it?

Open

Daily 10.00–18.00 (Fri 11.00–18.00). Last admission 17.15. Closed 24, 25, 26 December.

Admission

Admission charged. Concessions for children (5–15), OAPs, students, UB40s, registered disabled. Under 5s free. Special price family ticket and family season. Group and school rates.

Access

A lift and ramps give access throughout the Museum. Disabled toilets. Baby changing room.

Transport

Bus to Strand or Aldwych: 1, 4, 6, 9, 11, 13, 15, 23, 26, 68, 76, 77A, 91, 168, 171, 171A, 176, 188, 501, 505, 521.
Tube to Covent Garden, Leicester Square or Holborn.

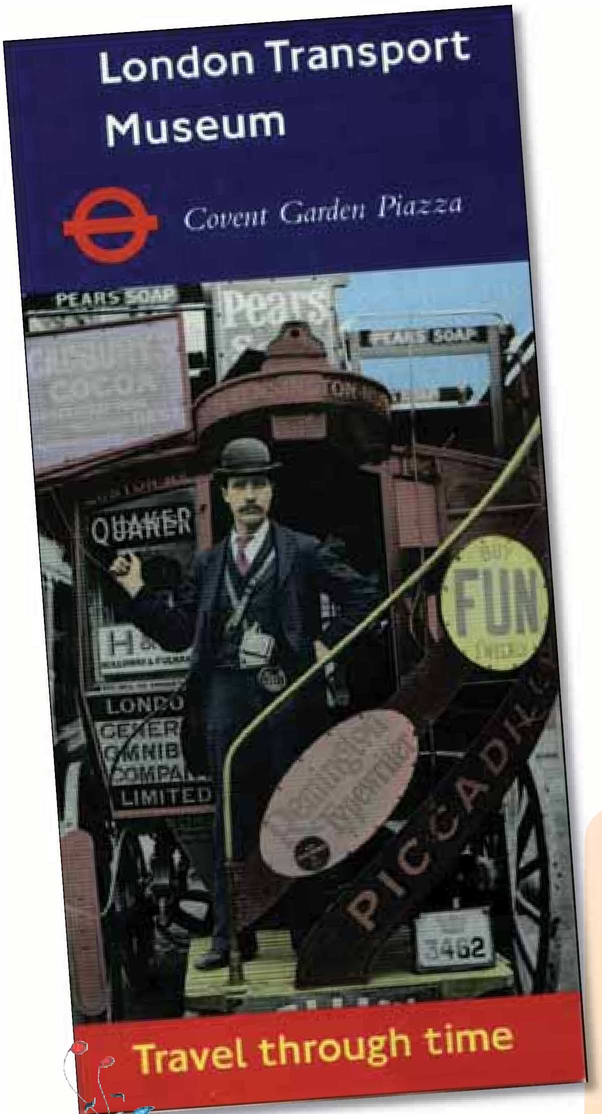
Telephone

0171-836 8557 24-hour recorded information
0171-379 6344 Administration, education service, group bookings, events and activities, research library, corporate hospitality, mail order enquiries.

Website

www.ltmuseum.co.uk

London Transport Museum
Covent Garden Piazza
London WC2E 7BB



B. PROJECT: Make your own leaflet about a local museum
- Visit a local museum or find information about it on the internet
- Try to find leaflets, posters, postcards, etc. from other museums (you can visit the webpage http://www.e-yliko.gr/physmuseums.htm)
- Find relevant pictures to put on your leaflet or draw your own
- Think of a slogan or a smart phrase to attract people
- Write the text, including all relevant information (opening hours, admission, etc.).

Include your leaflet in your **portfolio**.

Check yourself

A. Put the words in the box in the right column:

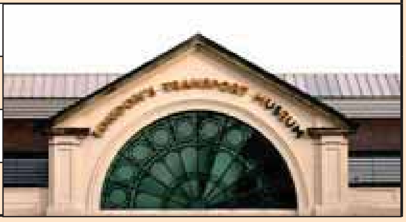
ponytail
blue uniform
hair brush
bell bottomed pants
braids
high-heeled shoes

hairstyle and accessories	clothing and shoes

___ / 3 points

B. Complete the missing information:

______________________	Sat-Thu: 10 am - 6 pm Fri: 11 am - 6 pm
______________________	adults: £ 5.00 students: £ 3.50 children under 16 (accompanied by adult): FREE
______________________	Covent Garden
Nearest Underground Station	Covent Garden
______________________	(0) 207 37 96 344
______________________	www.ltmuseum.co.uk



___ / 5 points

C. Match the English with the Greek signs:

Do not consume food or drink

Don't lean against the door. It opens automatically.

Mind the gap

Wait till the train stops

Way out →

Keep clear of the doors

Keep your feet off the seats

ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ ΤΗΝ ΕΞΟΔΟ

ΕΞΟΔΟΣ

Περιμένετε μέχρι ο συρμός να σταματήσει

ΜΗ ΒΑΖΕΤΕ ΤΑ ΠΟΔΙΑ ΣΑΣ ΣΤΑ ΚΑΘΙΣΜΑΤΑ

Απαγορεύεται η κατανάλωση φαγητού και ποτού στους χώρους του ΜΕΤΡΟ

Μην στηρίζεστε στην πόρτα. Ανοίγει αυτόματα.

Προσοχή στο διάκενο

___ / 3 points

D. Write 3 things Anastasia used to do and 3 things she didn't use to do in the past:

1. Anastasia used to wear glasses.
2. ______________________________
3. ______________________________
4. She didn't use to ______________________
5. ______________________________
6. ______________________________

___ / 5 points

E. Put the following dialogue in the correct order:

☐ **1.** The nearest underground station is *Omonia Square*.
☐ **2.** What time does the film start?
☐ **3.** Excuse me, how can I get to the Rex Theatre?
☐ **4.** It starts at eight and it finishes at ten.
☐ **5.** It's seven Euros.
☐ **6.** Take Panepistimiou Street, it's on your left hand, next to the *Titania Hotel*.
☐ **7.** Thank you.
☐ **8.** How much is it?

See **p. 48** Workbook

___ / 4 points
My total score is ___ / 20 points

NOW TICK WHAT YOU CAN DO

REMEMBER when you write a letter, include
- an opening paragraph
- the main part of the letter
- and a closing paragraph

I can talk about
- My memories and habits of the past ☐
- My visits to museums / places of interest ☐

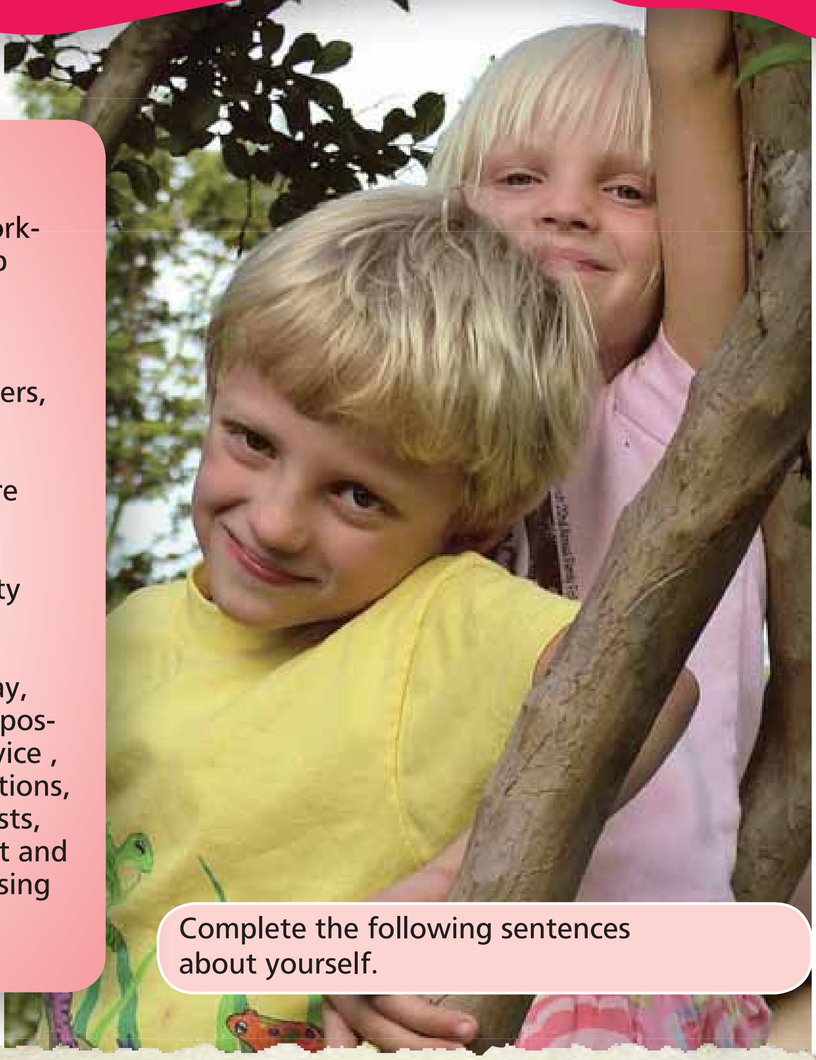
I can ask for and give information / directions

I can read
- diaries ☐
- museum leaflets ☐
- maps ☐

I can express my feelings about
- Things that happened in the past ☐
- Places I have visited ☐

I can write
- A letter to a friend ☐
- A description of a place I have visited ☐

Unit 6 Me, Myself and my Future Job



We are here to READ
job profiles, job advertisements, safety rules in a working environment, and a job interview questionnaire
and TALK about
skills/abilities, interests, personal traits, future careers, a job interview
and LISTEN TO
professionals while they are working
and WRITE
new year resolutions, safety rules, job profiles
and LEARN about
the use of modals (can, may, should) expressing ability, possibility, permission and advice , the use of Future in predictions, promises, warnings, requests, offers, decision on the spot and the use of going to expressing intention or something pre-arranged.

Complete the following sentences about yourself.

1. When I was younger I wanted to be a: ____________________
2. Today, I would like to be: ____________________
3. My favourite subjects at school are:
   Most favourite: ____________________
   Second most favourite: ____________________
4. Two things I like to do in my spare time:
   a. ____________________
   b. ____________________
5. What I can do best is: ____________________
6. My friends think I'm very good at: ____________________
7. My teachers think I'm very good at: ____________________
8. My parents think I'm very good at: ____________________

Lesson 1 Talking About Jobs and Careers

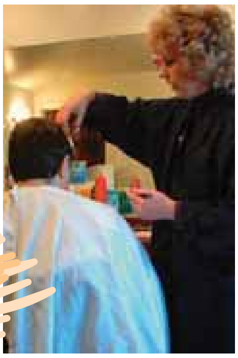
1. Reading

A. An English High School in Thessaloniki organised a "Career Day" event. The pupils of the 6th Class have visited it and listened to the professionals talking about their jobs.

Look at the pictures below and match them to these jobs:

a. nurse
b. ecologist
c. jewellery designer
d. air traffic controller
e. hairdresser

What school subjects do they need to be good at in order to do these jobs?



B. Listen and read the texts on the opposite page and say for which of these professions it is necessary:

It's your choice: You can find a different version on page **128**

1. to work outside ____________________
2. to be good at working with their hands ____________________
3. to work in a lab ____________________
4. to work in a team ____________________
5. to work shifts ____________________
6. to have good communication skills ____________________
7. to care for and show love to people ____________________

A. Jewellery Designer

I'm a jewellery designer. I take metal and precious stones and create rings, necklaces, earrings and other jewellery. I can use loads of hand tools to make the jewellery. Sometimes, I may use computers and laser to design these delicate pieces.
My work requires attention to detail. It also requires finger and hand dexterity, good hand-eye coordination, patience and concentration. Artistic ability and knowledge about fashion are very important.

B. Air Traffic Controller

I'm an air traffic controller. My job is to co-ordinate the movement of aeroplanes, and direct them to keep flying schedules on time.
An air traffic controller handles every plane that is taking off or landing.
I usually work forty-hour weeks.
I may work night or weekend shifts.
It is a very stressful occupation. Speech communication, mathematics, science, foreign languages, and electronics are helpful for this career.

E. Ecologists

I'm an ecologist. Ecologists can work in a lab but also go out to the area in which a plant grows or an animal lives and study them. I may do some volunteer work, too. Next summer I'm travelling to the Amazon to study certain types of plants there.
Working as part of a team and independently are good skills for someone who wants to be an ecologist. Good communication skills are also important. Useful subjects are biology, mathematics, and computer science.

C. Home Health Nurses

I'm a home health nurse. I go to patients' homes to care for them. I also instruct family members on how to take care of the patient who may need help for many different reasons. Some may be ill and some may be getting better from an accident. I spend a lot of time travelling to different locations. I may visit many patients in a single day.
My hours may vary depending on the needs of the patients. It is important for nurses to like to help people, to be hard working, responsible, compassionate and cheerful. Classes in first aid, health sciences, home economics and nutrition are helpful for this career.

D. Hairdresser

I'm a hairdresser. I cut and style hair using a variety of tools such as scissors, razors, rollers, hot brushes and dryers. I can use gel, mousse, wax or spray. I may colour, perm or straighten hair using shampoos, conditioners, lotions etc.
It is important for hairdressers to be creative, able to work quickly, hardworking and self-confident. Biology, chemistry, science courses and communication skills are helpful.

C. What traits of personality are important for a JEWELLERY DESIGNER and a NURSE?

jewellery designer	nurse
______________________	______________________
______________________	______________________
______________________	______________________

2. Grammar

Look at these examples

Which example(s) show(s) ability? ________

Which example(s) show(s) possibility? ________

a. I can use a lot of hand tools.
b. Ecologists can work in a lab.
c. I may work night shifts.

A. Write what the following people can do and where they can or may work:

Profession	what he/she can do	where he/she works
lifeguard		
doctor		
football player		
car mechanic		

B. Read this job advertisement and pay attention to the underlined verbs. What are they followed by?

LIFEGUARD WANTED
FOR ALIMOS BEACH
Are you strong and healthy? Can you dive and swim fast? Then you are our man/woman! The job of the lifeguard can be dangerous. That's why you should be brave and well trained. You may need to save people's lives. You can use the facilities of the beach and you can have free meals. For more information contact **Mr Antonakis**, tel. **2109600000**.

a. Complete the rule:

Verbs **can, should** and **may** are **modal verbs**. They are followed by the **bare infinitive** *(the infinitive of a verb without "to")* such as ______, ______, ______, ______, ______.

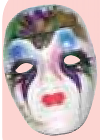
b. Read the advertisement again and try to understand which modal expresses:

ability ________________ possibility ________________

permission ________________ advice ________________

c. How many uses of the verb CAN are there?

3. Practice



A. ROLE PLAY: FINDING OUT ABOUT THE JOB

Pupil A
You are a candidate for the job.
You are interested in the job. Call Mr. Antonakis to find out more about it.

Pupil B
You are Mr Antonakis.
Answer the phone and give the candidate the information he/she needs.

Act out the telephone dialogue

B. PIECES OF ADVICE:

Imagine that you are the candidate who got the job as a lifeguard at Alimos Beach. Write some instructions that Mr Antonakis gave you about the job.

Example:
You should use your binoculars all the time.

C. Work in groups of 5. Ask the others in the group about the things they can do.

	Pupil A	Pupil B	Pupil C	Pupil D	YOU
play sports (basketball, football etc.)					
write poems and stories					
play an instrument (e.g. piano)					
repair things					
dance					
design and construct things					

Now report your group's answers to the class. Then decide about a job that each of you can do in the future.

Example:
Stephanos can play football very well. He may/can become a football player.

D. PAIR-WORK: Looking for a job

Imagine that Alice and John are looking for a job. Read the information below about their personality and interests and the job advertisements on p.139.

Say which job they could choose and why.

Example:
Student A:
Alice may become a…, because she can… What do you think?
Student B:
I think that…

ALICE	JOHN
good at mathematics good speech communication skills polite likes sports able to work quickly cheerful	loves children likes long holidays patient hardworking can't do many things at the same time able to work under pressure

Lesson 2 What do they do?

1. Listening

A. Who in your family or relatives has the most interesting job? What about the most boring one?

LEARNING STRATEGIES

a. Before I listen...
I make sure I know what I have to do
I look at the pictures and think what I know about them
I think of relevant words

b. While I am listening...
I don't worry if I don't know all the words
I try to pick up the key words.

Look at these photos 1-7 and match them to the jobs a-g below. What does each job involve?

a.	tour guide	☐	**e.**	farmer	☐
b.	car mechanic	☐	**f.**	waiter	☐
c.	teacher	☐	**g.**	doctor	☐
d.	meteorologist/ weather forecaster	☐			

B. Now, listen to the recording and match each speaker to the job he/she does.

1st speaker ______
2nd speaker ______
3rd speaker ______
4th speaker ______
6th speaker ______
7th speaker ______

2. Grammar

A. TALKING ABOUT THE FUTURE

1. Look at the verbs in the following examples. Which of them expresses an **OFFER**, a **PROMISE**, a **THREAT**, a **REQUEST**, an **ON-THE-SPOT DECISION**, a **PREDICTION**?

Can you tell who can say these: a) a doctor, b) a housewife, c) a meteorologist, d) a car mechanic, e) a customer or f) a waiter?

2. Study the form of future tense in the **Grammar Box** below.

1. I will fix your car tomorrow. ____________________

2. If you don't follow my advice you won't get well. ____________________

3. Will you bring a bottle of orange juice? ____________________

4. I'll bring it right away. ____________________

5. The weather will be windy tomorrow. ____________________

6. There is no bread left. I'll go and buy some. ____________________

Grammar Box

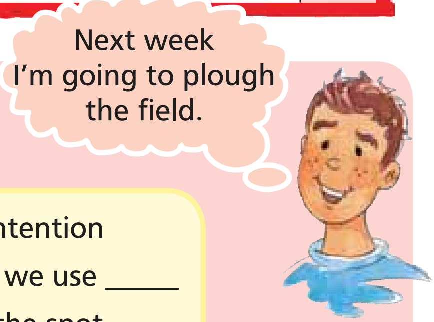
AFFIRMATIVE	INTERROGATIVE
I/you/he/etc. **will** fix the car.	**Will** I/you/he/etc. fix the car?
NEGATIVE	**SHORT ANSWERS**
I/you/he/etc. **will not** fix your car.	Yes, I/you/he/etc. **will** fix your car.
won't	No, I/you/he/ etc **won't** fix your car.

Now complete sentences 1-5. What does each sentence express?

1. Will you buy a newspaper for me when you go out? request
2. I won't tell anyone. ____________________
3. You can cook very well! You will become a great chef! ____________________
4. Oh. It's raining! I'll take my umbrella. ____________________
5. Watch out! You will hurt yourself! ____________________
6. I'll carry the suitcase for you! ____________________

3. Which of the following words do we use with future tense? Write ☑ for RIGHT, ☒ for WRONG.

tomorrow		the day after tomorrow	
yesterday		in an hour	
next week/month/year		in two years' time	
last month/week/year		right away	



B. BE GOING TO FUTURE
Read the example:

Is this an on-the-spot decision or something arranged earlier? Complete the rule:

We use ____________to express intention or something arranged earlier and we use _____ ________ to express a decision on the spot.

3. Practice

A. THE GOAL

This is a goal,
a football goal!
There are other
"goals", too!
"Goals" can be things
you want to accomplish.

Decide on the goals you want to accomplish:

1. a goal *you are going to reach* at school this week ____________________
2. a goal *you are going to accomplish* at school this year ____________________
3. a goal *you are going to reach* in ten years' time ____________________

B. PERSONALITY & CAREER
Work in groups of 5. Ask your fellow pupils about their FAVOURITE SUBJECTS at school, INTERESTS, and ABILITIES/SKILLS.

Example:
Maria will probably become an artist.

Can you predict a career for each pupil? What career can the others predict for you?

Name	Favourite Subjects	Interests	Abilities/ Skills
e.g. Mary	art	drawing, decorating her room	dancing, performing

C. NEW YEAR'S RESOLUTIONS
At the beginning of the year we usually make resolutions to improve our life. Think of some resolutions that will help you to improve your skills. Include your resolutions in your **portfolio**.

Example:
I'll take up computer lessons this year! I'll join the drama club! Or, I'll take up windsurfing! etc.

D. These are the SAFETY RULES of a new lab. A member of your family wants to work there. What do you say to warn him/her?

Example:
You should not wear loose clothing or you will get injured.

E. In groups, write your own SAFETY RULES for the pupils of your school lab. Create a poster and put it up on the corridor wall. Try to obey the rules.

UNIT 6

Lesson 3 What the future holds for you...

The Questionnaire

A. Will you be an architect, a mechanic, a vet, an accountant, a nurse, a firefighter, a pilot, a policeman/policewoman, an actor/actress, a waiter/waitress, a cook/chef…?

In today's world, there are hundreds of careers to choose from and it will be a smart idea to spend some time looking closely at the options before you.
You may have many careers in your lifetime. But the decisions you make soon will be key ones.

To get the necessary information, use the questionnaire on the right and interview a professional about his/ her job.
You may talk to your parents, teachers, neighbours, or other people.

Questionnaire

Name of person you interviewed: ____________

Their Job Title/ Position: ____________

1. What is your typical day like?
2. What kind of personality does well in a career like this?
3. What two or three abilities/skills help you the most in your job?
4. What kind of education/training did you need for this job?
5. What kind of education/training will I need after high school?
6. What do you like the most about this career?
7. What's the hardest part of your job?
8. What do you think the future looks like for this kind of career?

Be sure to thank them for their time! It's a very good idea to write them a thank you note by regular mail or by e-mail

B. PROJECT
Now that you have the information you need, try to see yourself in that job:

- Take yourself through an imaginary day in the job
- Predict what you will do there and who you will work with
- Write the profile of the person who does this job (personality, skills/ abilities, education/ training), and
- Make a poster of this job for your classroom.

Put your project work in your **portfolio**

Check yourself

A. What are their Jobs? / What do they do?

1. Science was my favorite subject in school. As a(n) ________ I'm challenged every day to use my scientific background to make diagnoses and determine treatments for my patients.
2. I've always been fascinated with skyscrapers and how beautiful they can be. Now as a(n) ________ I get a chance to actually design and develop building plans.
3. Mathematics was always my favourite subject in school. I'm really happy in my job as a(n) ________ because I get to work with numbers all day long. I decide how to share the budget in my company.
4. I always dreamt of opening my own restaurant. Now as a(n) ________, I cook and prepare a wide range of foods and create recipes.
5. We help protect the public from fires and other emergencies. The best part about being a(n) ________ is that you know you're doing something that really makes a difference. It's hard work and sometimes I finish a shift exhausted.
6. I have always loved animals. Now as a(n) ________ I feed, water, and examine pets and other non-farm animals for signs of illness, or injury in laboratories and animal hospitals.

___ / 3 points

B. Match the predictions:

1. We bought a new computer.
2. The teacher gave us a new project to do.
3. My father started a new job.
4. The bus drivers are on strike.
5. We made a lot of telephone calls.
6. We sold a lot of books last week.

a. We will be late for school.
b. Our bill will be very high.
c. We will be busy next weekend.
d. We will need some training.
e. Profits will increase.
f. He won't have any free time.

___ / 3 points

C. What can/may/will they do or say?

a. He feels very tired. He ____.

b. "It is dangerous to wear high heeled shoes in the factory. You ________________".

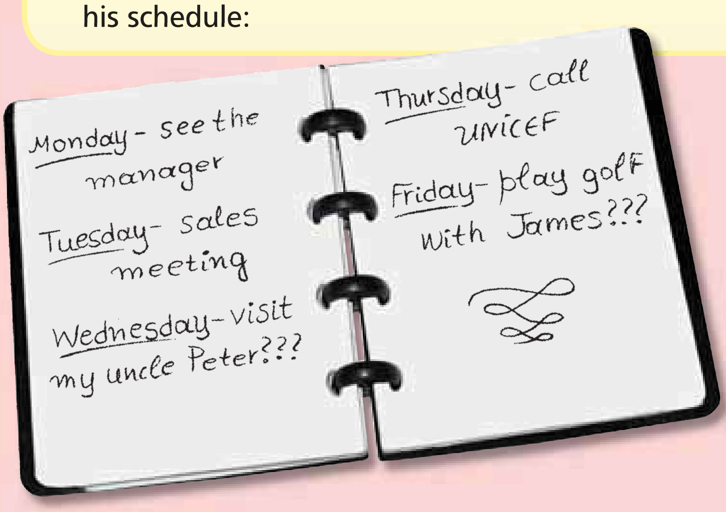
c. "Don't buy this huge Christmas tree, it ________________________________".

d. "Take your umbrella with you, it ____________________________________".

e. The door is locked so the thief ____________________________________.

___ / 5 points

D. These are Mr Badluck's diary pages for next week. He is talking to his colleague about his schedule:



Now, write what he has definitely planned to do and it is probable to do.

On Monday he ____________________

____

____

____

____

____

____

___ / 5 points

E. Write: a *promise*, an *offer*, a *request* and a *warning* you make to your friend.

Your friend says:	You say to him:
1. My computer isn't working.	____________________
2. I have to carry all these boxes.	____________________
3. I don't know what to do with my cat when I leave for my holiday.	____________________
4. Do you like this Heavy Metal Band?	Yes, but ____________________ because I have to study for school.

___ / 4 points

My total score is ___ / 20 points

See **p. 96** Workbook

NOW TICK WHAT YOU CAN DO

I can read about
- Job profiles ____________________ ☐
- Job advertisements ____________________ ☐
- Safety rules in a working environment ____________________ ☐

I can write
- Job profiles ____________________ ☐

I can talk about
- My skills and abilities/ interests/ personal traits/ future careers ____________________ ☐
- A job interview ____________________ ☐

I can make
- Predictions/ promises/ warnings/ requests/ offers/ on the spot decisions and express intentions and something pre-arranged ____________________ ☐

REMEMBER when you listen to a dialogue in English:
- Don't worry if I don't know all the words and try to pick up useful key words.

Unit 7 Share your Experiences

You are here to READ
a questionnaire / newspaper extracts / a poster

and TALK about
swimming styles / theatre shows / world and Olympic records / past experiences

and LISTEN TO
a radio programme

and WRITE
a report about a Paralympics Champion / a page of the class book of records / about your personal records

and LEARN about
the World Book of Records and famous record holders / how to set a class record / how to play BINGO / how to protect the environment / about past experiences and activities connected to the present

THE QUIZ OF YOUR EXPERIENCES
Tick ☑ the facts that apply to you:

1. Have you ever gone skiing? ____________________ ☐
2. Have you ever done something silly? ____________________ ☐
3. Have you ever eaten frog legs or Chinese food? ____________________ ☐
4. Have you ever fallen down the stairs? ____________________ ☐
5. Have you ever been on TV? ____________________ ☐
6. Have you ever ridden a horse? ____________________ ☐
7. Have you ever swum in a river? ____________________ ☐
8. Have you ever seen a car accident? ____________________ ☐
9. Have you ever had an electricity blackout while taking a shower? ____________________ ☐
10. Have you ever shaken hands with a monkey? ____________________ ☐

UNIT 7

Lesson 1 Famous Record Holders

1. Pre-reading

The teacher has asked you to work on a project to make a "CLASS BOOK OF RECORDS".
a. Do you know any athletes who have won world records? Name some.
b. Have you been to the theatre? Have you seen a theatrical play on TV?
What have you seen / watched?

Here are two extracts from a newspaper article that your teacher has brought to class. Read them and answer the TRUE / FALSE questions that follow:

Ian the 'Thorpedo'

Ian James Thorpe, nicknamed *'Thorpedo'*, has been an Olympic Gold Medal swimmer and one of the world's best-ever middle-distance swimmers.

Born October 13, 1982, in Sydney, Australia, Thorpe has completely dominated the 400 meter freestyle event since 1998, winning the event at the 2000 Summer Olympic Games, the 2001 Fukuoka World Championships and again in Athens. He has also won both the 200m and 800m freestyle (for which he holds the world record), and he is one of the fastest 100m freestylers in the world. Thorpe has pushed Australian relay teams to exceptional success, winning 4x100 and 4x200 freestyle relay golds in Sydney. In total, Thorpe has broken 22 world records so far.

Thorpe won the 200 and 400 meter freestyle races at the 2004 Olympics in Athens, Greece. He has won five Olympic gold medals, more than any other Australian.

'Phantom of the Opera' success

After eighteen years the Andrew Lloyd Webber musical, *'Phantom of the Opera'*, has become the longest running show in Broadway history.

Besides being the longest-running show in Broadway history, the *'Phantom of the Opera'* is also among the most successful entertainment productions of any kind ever. Across the world, *'Phantom'* has made three point two billion dollars. You can compare that to the Hollywood movie, Titanic, which has made less than half of that figure.

'Phantom' originally opened to mixed reviews here, but eighteen years later it is still playing to packed audiences every night.

For Andrew Lloyd Webber, last night's record-breaking performance was a sweet moment.

At a post-show party at the Waldorf Astoria, where the British composer met his guests has said he was really excited by the production's success and noted that *'Phantom'* had taken the longest-running Broadway record from *'Cats'* - another of his own musicals.

A. TRUE or FALSE? Write **T** or **F** in the blanks.

a. Ian has been a long distance swimmer. ___

b. At the age of eighteen he won the 400m race in 2000 Summer Olympic Games. ___

c. Ian holds the world records for 200m freestyle. ___

d. Ian has helped the team of his country win gold medals in relay races. ___

e. The *'Phantom of the Opera'* has been on stage more than any other show. ___

f. The *'Titanic'* has brought more money than the *'Phantom'*. ___

g. The show has received excellent reviews since it started. ___

h. *'Phantom'* has been on stage longer than *'Cats'*. ___

B. Here are some definitions / synonyms of words in the texts. Find the words as in the example:

1. had the most important position ___dominated___
2. never happened before ______________
3. swimming race between two or more teams where each member of a team swims part of the total distance ______________
4. the play with the most performances ______________
5. good and bad articles about it ______________
6. full of people ______________
7. celebration after the performance ______________
8. theatrical plays with songs ______________

C. Talk about the following:

a. SWIMMING STYLES: Which ones do you like? Which ones are you good at?

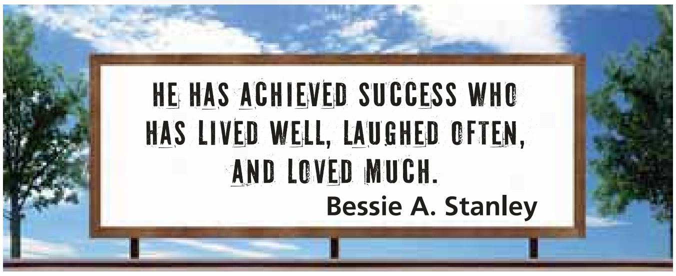
b. TYPES OF THEATRE SHOWS: Which ones do you like? Give reasons.

D. HEADLINE NEWS: **Why is Ian Thorpe retiring?**
Ian Thorpe announced his retirement at the age of 24. You can find out about the reasons for his choice by reading the complete article on p.140.

2. Grammar

A. SIMPLE PRESENT PERFECT TENSE

Do you remember?



Grammar Box

POSITIVE	I / you/ we / they	**have**	**watched**	a musical on TV.
	He / she	**has**		
NEGATIVE	I / you/ we / they	**haven't**	**watched**	a musical on TV.
	He / she	**hasn't**		
QUESTION	**have**	you/ we / they	**watched**	a musical on TV?
	Has	he / she		

B. Complete the sentences about *Ian Thorpe* and the *'Phantom of the Opera'*:

Ian Thorpe	has ________________	an Olympic gold medal swimmer.
He	**has won**	both the 200m and the 800m races.
He	has ________________	Australian relay teams to success.
He	______________ broken	__________________ so far.
He	_________ __________	five Olympic gold medals.
'Phantom'	_____________ become	the ______________ in Broadway history.
It	__________ __________	$3.2bn (three point two billion dollars).

C. Study these examples:

Present Perfect Simple

Action			Time
Ian Thorpe	**has dominated**	the 400m freestyle.	X

Past Simple

Action			Time
Ian Thorpe	**won**	the 400m freestyle	in 2004 Athens Olympics.

D. Now fill in the rule with the following phrases:
we don't know
we know exactly
we are not interested

We use the **Simple Present Perfect Tense** to talk about past activities for which we ___________ or ___________ in exactly when they happened.
We use the **Simple Past Tense** to talk about past activities for which we ___________ when they happened.

3. Practice

A. PAIR WORK

Student A
Imagine you're an Oscar winning actor/ actress. Look at the list of activities below and tick two things that you have done but don't tell your partner.

- *play Romeo / Juliet*
- *perform on stage*
- *play in soap operas*
- *take part in adventure films*
- *be on a magazine cover*

Student B
Imagine you're an Olympic Champion. Look at the list of activities below and tick two things that you have done but don't tell your partner.

- *win gold medal(s)*
- *lose a game/ race, etc.*
- *make a world record*
- *be injured during a game/ race, etc.*

Take turns to ask and find out about each other.

B. THE HOT AIR BALLOON COMPETITION

Your class is going to enter the *Hot Air Balloon competition*. Work in groups of 4, take turns and tell the others what you have achieved in your life so far (using the Present Perfect). At the end of the discussion, write on a piece of paper which one should go on the trip. (Don't vote for yourself). Discuss your reasons afterwards.
E.g. I believe John should go because he has…

C. LET'S PLAY!

Go round the class. Ask the other pupils: "Have you ever…?" and complete the game Cards on p.140. Put ONE NAME ONLY in each square. The first one to complete all the squares shouts "Bingo!" and is the winner!

Lesson 2 Top Stories on the Radio

1. Pre-listening / Speaking

A. MAKE A REPORT ABOUT WORLD RECORDS

Before you listen to the radio programme about unusual record holders look at these pictures and decide which of the titles below is the most suitable for each record holder.

1

2

a. World Record Doner
b. Career out of a record
c. My pet, the champion

3

B. Listen to the radio programme and circle the correct answer.
Remember the LEARNING STRATEGIES in Unit 6, p.66.

1. Tony has taken part in over 100 professional contests since he was	**a.** 12	**b.** 14
2. Tony won the skateboard games in San Francisco in	**a.** June 1999	**b.** July 1999
3. Kostas has made a skewer	**a.** 1.51m. high	**b.** 1.73m. high
4. Kostas has prepared the kebap	**a.** with his colleagues	**b.** on his own
5. Warhol, the ferret has run 33 feet in	**a.** 23 seconds	**b.** 22 seconds
6. Mrs. Adams has had the ferret for	**a.** ten years	**b.** two years

C. Listen to the radio programme again and tick who:

	Tony	Kostas	Warhol
has used 2 tons of meat			
has done difficult and dangerous tricks			
has broken a race record			
has earned a lot of money doing his hobby			
has managed to beat 150 others to be a champion			

D. Do you know any other record holders? What have they achieved?

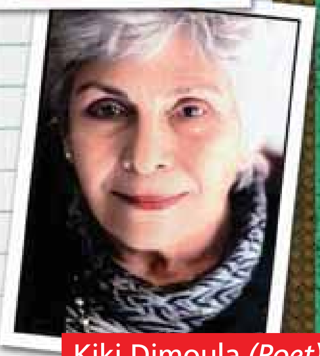
E. GREEK BOOK OF RECORDS

Dimitris Sgouros *(Pianist)*

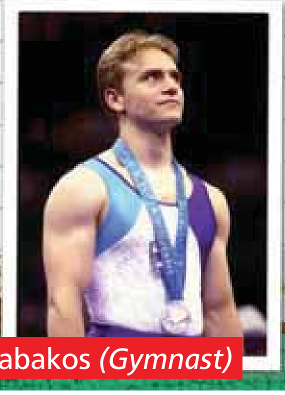
Eugene Trivizas *(Children's bookwriter)*

What have other Greeks achieved in recent years? Try to find relevant information (from books, on the Internet, etc.) of other record holders (sportspeople, artists, scientists, authors, poets, etc.).

Write a report about their achievements (using Present Perfect) and present it to your class.



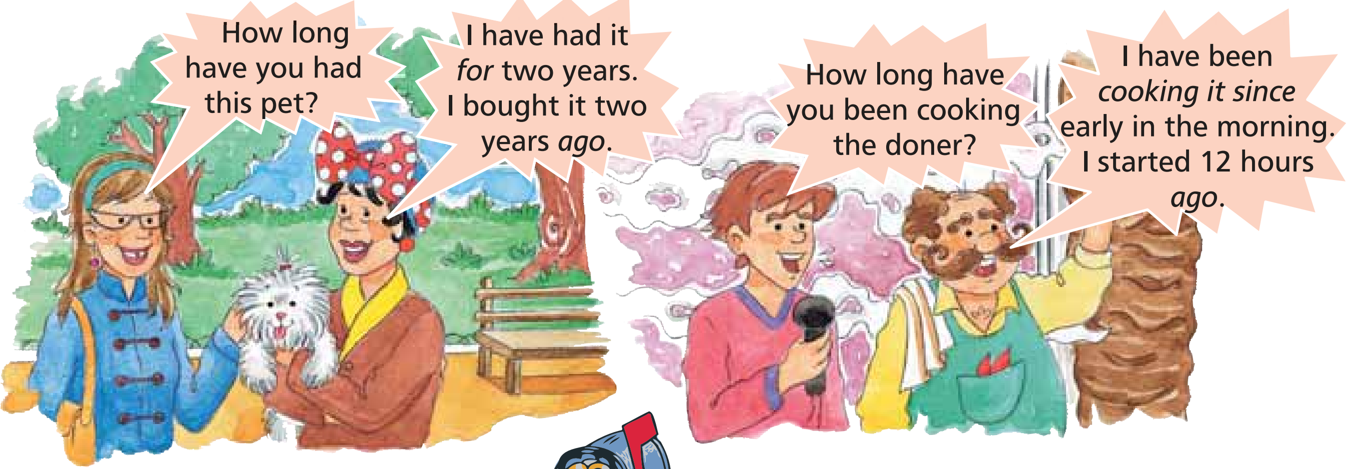
Kiki Dimoula *(Poet)*



Dimosthenis Tabakos *(Gymnast)*

2. Grammar

A. Read the cartoons and then study the **Grammar Box** and the diagram below.



Grammar Box

POSITIVE	I / you/ we / they	**have been**	boarding	since Tom was/you were/ we were nine.
	He / she	**has been**	cooking it	since early in the morning.
NEGATIVE	I / you/ we / they	**haven't been**	boarding	since Tom was/you were/ we were nine
	He / she	**hasn't been**	cooking it	since early in the morning.

QUESTION	**have**	you/ we / they	**been**	boarding	since Tom was/you were/ we were nine?
	Has	he / she	**been**	cooking it	since early in the morning?

PRESENT PERFECT SIMPLE: I **have had** this habit **for** two years.
I **have had** this habit **since** 2004.

PRESENT PERFECT CONTINUOUS: I **have been** cook**ing** it **for** 12 hours.
I **have been** cook**ing** it **since** early in the morning.

2003 — 2004 — 2005 — 2006

PAST → PRESENT

B. FOR or SINCE?

1. He has been a champion ________ 20 years.
2. Has he been studying French ________ 5 months?
3. I haven't seen him ________ Christmas.
4. He has broken many records ________ he was 14.

We use ______ with a period of time.
We use ______ with a point in time (day, year, month, etc.).

C. Now fill in the rule in the box on the right:

3. Practice

A. PAIR WORK: THE 2004 PARALYMPICS IN ATHENS

Pupil A
You are a reporter and you are interviewing the famous Paralympics champion Konstantinos Fykas.
Look at p.139 and use the information.

Pupil B
You are the famous Paralympics champion Konstantinos Fykas.
Look at p.141 and use the information to answer the reporter's questions.

Now work together and write an article about Konstantinos Fykas for the school newspaper.

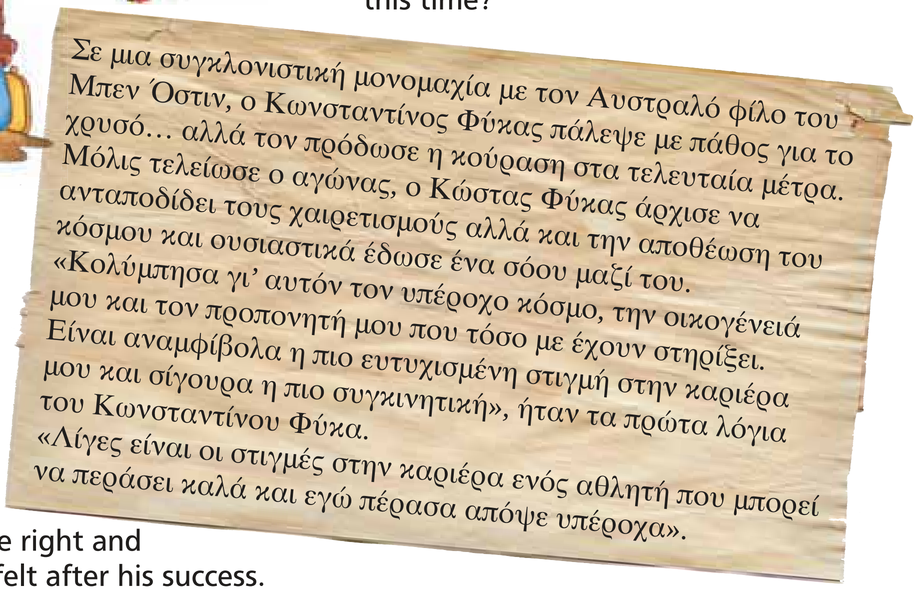
LEARNING STRATEGIES
When we work in groups we agree…
what we are going to do
how much time we are going to spend
who is going to do different parts of the group work.

B. PAIR WORK: A DIALOGUE

Imagine that you meet your friend Betty you haven't seen for a long time. Tell each other about what you have been doing since you last met.
Act out the dialogue.

Start like this:
YOU: Hello, Betty! How nice to see you again!
BETTY: Oh, nice to see you, too, Nick. What have you been doing all this time?

C. MEDIATION
You and your English-speaking friend Tony are talking about the 2004 Paralympics in Athens.



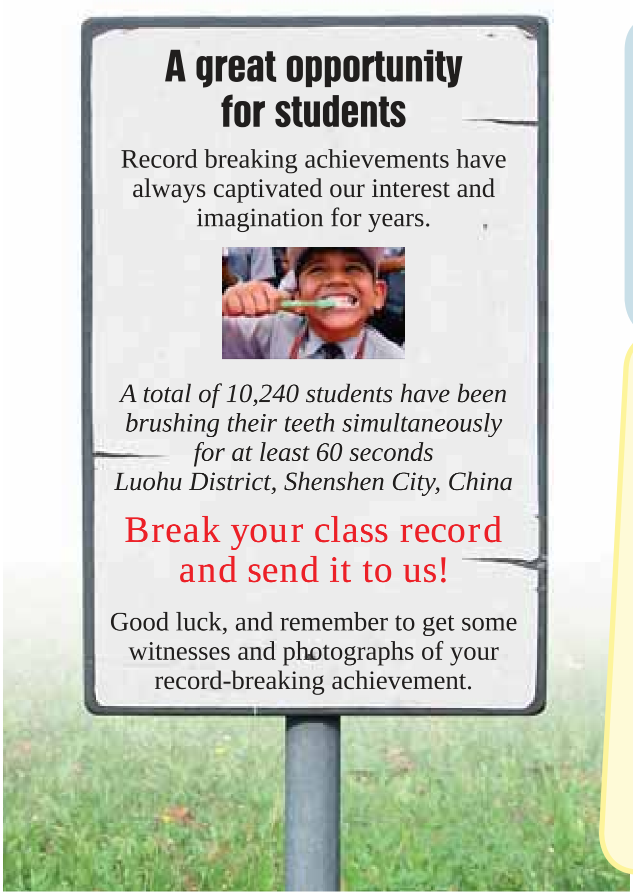
Σε μια συγκλονιστική μονομαχία με τον Αυστραλό φίλο του Μπεν Όστιν, ο Κωνσταντίνος Φύκας πάλεψε με πάθος για το χρυσό… αλλά τον πρόδωσε η κούραση στα τελευταία μέτρα. Μόλις τελείωσε ο αγώνας, ο Κώστας Φύκας άρχισε να ανταποδίδει τους χαιρετισμούς αλλά και την αποθέωση του κόσμου και ουσιαστικά έδωσε ένα σόου μαζί του. «Κολύμπησα γι' αυτόν τον υπέροχο κόσμο, την οικογένειά μου και τον προπονητή μου που τόσο με έχουν στηρίξει. Είναι αναμφίβολα η πιο ευτυχισμένη στιγμή στην καριέρα μου και σίγουρα η πιο συγκινητική», ήταν τα πρώτα λόγια του Κωνσταντίνου Φύκα.
«Λίγες είναι οι στιγμές στην καριέρα ενός αθλητή που μπορεί να περάσει καλά και εγώ πέρασα απόψε υπέροχα».

Read the newspaper extract on the right and tell your friend how Kostas Fykas felt after his success.

Lesson 3 Going for the Gold

PROJECT

You have seen the following poster at your school. Being the best in the world at something —whether it is sports or any other aspect of life— is a REAL accomplishment. The most important thing, however, is to always do your personal best.



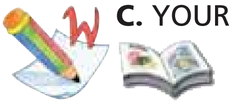
A. Set your group record and protect the environment.

Work in groups. Collect as many tins as you can to build the highest and strongest tower and break your class record.

In the end send your 'tower' to the recycling bank.

B. Make a poster to invite other pupils to set another record.

- Decide on the record (stand on one leg, walk with books on head, spell long words backwards, etc.)
- Perform it in class
- Take photos if possible
- Write about your record on a poster (number of pupils, time you spent, etc.)
- With the poster, invite other pupils to break their class record
- Put up the poster on the wall for the other pupils to see.



C. YOUR PERSONAL RECORD

On a piece of paper, list several of your personal bests and include it in your **portfolio**. Use some of the following ideas and the table below.

(E.g. I have collected different telecards; I have read a book of… pages; I have done… pushups in a minute; I have eaten… ice creams/ apples in an hour.)

A LIST OF MY OWN PERSONAL RECORDS

NAME: ____________________

Record	Comment
I have eaten 5 ice creams in an hour.	They were vanilla flavour; delicious!

Check yourself

A. Match the words:

1. freestyle	**a.** a record
2. relay	**b.** performance
3. musical	**c.** race
4. skateboard	**d.** medals
5. achieved	**e.** swimmer
6. recycling	**f.** ramp
7. record	**g.** holder
8. playful	**h.** dollars
9. gold	**i.** bank
10. two billion	**j.** pet

___ / 5 points

B. Going away on holidays!
You are going away on holidays. Before you leave, write a note to the other members of the family saying what you have done and what you haven't done before you leave. Use the following topics:

1. clean the room ______________
2. leave the key ______________
3. do some shopping ______________
4. buy a new… ______________
5. take the cat to the vet ______________
6. pay the electricity/ telephone bill ______________
7. water the plants ______________
8. send a message to grandmother ______________

___ / 4 points

C. Complete the best things that you have ever done or have ever happened to you:

Example: It's the most dangerous thing *I've ever heard of*.

1. It's the most interesting book ______________.

2. She's the kindest person ______________.

3. He's the cleverest man ______________.

4. That's the most beautiful song ______________.

5. It's the most expensive prize ______________.

6. It's the worst film ______________.

7. It's the saltiest soup ______________.

___ / 3½ points

D. Circle the correct expression:

1. a. for 6 years	b. since 6 years
2. a. for 1999	b. since 1999
3. a. for a week	b. since a week
4. a. for 8 months	b. since 8 months
5. a. for 18th March	b. since 18th March

___ / 2½ points

E. The leaflet about Olympia
Read this leaflet about Olympia, the birthplace of the Olympic Games and complete the gaps with the correct form of one of the following verbs: *host*, *visit*, *arrive*, *be* (X2), *revive*, *build*, *compete*, *start*, *return*.

The Olympics back to their birthplace

Olympia ______________(1) a popular tourist destination for years. In the antiquity it ______________(2) the most important sanctuary of Zeus. The Olympic Games ______________(3) there in 776 BC. Athletes from all over the Greek world ______________(4) to take part in the Games.

Many countries ______________(5) the modern Olympic Games since 1896. Now, the Games ______________(6) to Greece. Athletes ______________(7) in the ancient stadium at Olympia, so the spirit of the ancient contest ______________(8). Hundreds of tourists ______________(9) the home of the first Olympic Games by land and by sea. The inhabitants ______________(10) a lot of shops, cafes and restaurants.

___ / 5 points

My total score is ___ / 20 points

See **p. 96** Workbook

NOW TICK WHAT YOU CAN DO

I can read about
- world record holders and champions .... ☐
- athletic events .... ☐

I can listen to
- radio programmes .... ☐

I can talk about
- past experiences .... ☐
- past experiences connected with the present........... ☐
- Olympic records .... ☐

I can write
- reports about champions .... ☐
- my personal achievements .... ☐

REMEMBER when you work in groups:
- Agree how much time you are going to spend and who is going to do different parts of the group work.

Unit 8 Blow your own Trumpet*

* to talk a lot about your own achievements

You are here to READ
a music festival leaflet / a magazine article about pocket money
and TALK about
musical instruments / festivals / money / personal safety
and LISTEN to
different musical instruments / a song about money / people talking about what they would spend their money on
and WRITE
an e-mail about a museum of musical instruments / a letter to a magazine advice page
and LEARN
how to express something likely to happen now or in the future / how to express something impossible or unlikely to happen now or in future / how to give advice

MUSICAL INSTRUMENTS

A. Listen to the recording and match the sounds with the musical instruments: flute, tambourine, clarinet, trumpet, guitar, oboe, drums, violin.

B. Now put the instruments in the correct category: WIND, STRING, PERCUSSION.

WIND	STRING	PERCUSSION
oboe		

Lesson 1 Harmony, Melody and Rhythm

1. Reading

LEARNING STRATEGIES: EXAM TECHNIQUES
When I match headings with paragraphs…
I read the headings and underline the most important words
I read each paragraph carefully
I underline important words in the paragraph
I check the extra heading does not match any of the paragraphs.

A. Have you ever attended a music festival or a concert? What was it like? Who's your favourite singer? What is your favourite band?

B. Read the leaflet about the Music Education Series and answer these questions:
1. How much will the students pay to attend the events?
2. Where is the venue?
3. What preparations should the school make to attend an event at the festival?

The **Music Festival of Thessaloniki** is pleased to offer four free educational concerts to students through the **Cultural Music Education Series**. Each concert will take place at 11:00 am at the downtown venue of the **Concert Hall of Thessaloniki**.

International artists and local music instructors will perform on stage and describe their vocal or instrumental background, the history of their music and the professional experiences that have led to their success.

Each age-specific event is approximately 50 minutes in length. Teachers and students should not want to miss these exciting educational performances. **Each performance is offered at no cost to schools.**

Reservations for performances will be taken on a "first-come, first-served" basis. A study guide will be offered for each show. Schools must provide transportation and chaperones for the students.

All performances begin at 11:00 am.

For more information, please call (2310 234567). If you wish to register for one or more of the concerts, simply fill out the form of this brochure and return it. We look forward to seeing you at the **Cultural Music Education Series**.

MUSIC EDUCATIONAL SERIES ORDER FORM
School Name ____________________
Address ____________________
City ____________ Postal Code ______
Teacher Name ____________________
Form ________ Total No of Students ________
Title of Performance you wish to attend
____
____
Please mail form to **Thessaloniki Music Festival, 20 Areos Street, 512 34 Thessaloniki or phone at 2310 234567, fax: 2310 345678**

C. Now read the programme on the right and match the titles with the events. There is an extra title you don't need to use.
1. The Soul of Peru: Music in Motion
2. Little Red Riding Hood
3. With Strings Inspired
4. The African Ballet
5. Greek Dances and How to do them

A. ____________________
FRIDAY, MARCH 21
for forms 2-6

Research has shown that if children listen to classical music at an early age they will become very intelligent. Students will have the chance to attend pieces of music from all periods of music history, on piano and string instruments. Great violinists will inspire students with their performance.

B. ____________________
THURSDAY, MARCH 22
for forms 2-4

The local cultural centre presents a delightful adaptation of the fairy tale classic, in which the scary wolf turns into a comic character and students learn important lessons about life. An entertaining musical with two different endings: One, the audience decides to forgive the wolf, the second, the audience does not trust that the wolf will mend his ways.

If you choose to attend this excellent musical you will learn the importance of personal safety, proper diet, and good health…

C. ____________________
MONDAY, MARCH 23
for forms 5-6

Peru Negro is a thrilling 26-member group presenting dazzling dances, colourful costumes, electrifying rhythms, and historic verses. They perform music that originated in Colonial Peru and they have passed it down through generations. Peru Negro performs all over the world and their fans consider them as "Ambassadors of Peruvian Culture." They sing out in a chorus: "Black is my color, and proud I feel." You will never forget their melodic guitar and passionate singing if you choose to attend their performance.

D. ____________________
TUESDAY, MARCH 24
for forms 2-6

The concert will present Music and Dance from Macedonia and Thrace. Both regions are exceptionally rich in folk music, song and dance. The concert will open with a traditional 'zournades' trio from the village of Goumenissa in Central Macedonia. Two zourna players, accompanied on the daouli (large drum), commonly perform this kind of music at weddings and festivals throughout the Balkans. If you like Greek folk music, register for this event.

D. Which event(s) will you go to: A, B, C or D?

If you are interested in musicals, you can attend the event(s) ____________
If you are interested in folk music, you may book for the event(s) ____________
If you are a violin fan, you will attend the event(s) ____________
If you want to change the end of the story, you will go to the event(s) ____________
If you want to learn about other cultures, you can attend the event(s) ____________

E. Find words from the leaflet which mean:

a. someone who admires a famous person or team
b. to give someone the idea for something
c. a performance based on a book or a play
d. enjoyable
e. very attractive and impressive
f. very interesting and exciting
g. words arranged in the form of poetry
h. a large group of people who sing together
i. showing very strong feelings
j. to put people's names on a list

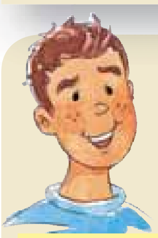
2. Grammar

CONDITIONAL SENTENCES

A. Study the following TYPE 1 conditional sentences:

Grammar Box

IF-clause	Result clause
If you choose to attend this excellent musical,	***you will learn*** the importance of personal safety, proper diet, and good health.
If you like Greek folk music,	***register*** for this event.
If you want to learn about other cultures,	***you can attend*** the dances from Peru.



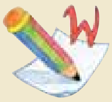
B. Now answer these questions:

Tick the correct phrase **a** or **b**:

a. Which tense do we use in the IF-clause? ______________________

b. What verb forms do we use in the result clause? ______________________

The example sentences show that something is…
a. possible to happen in the present or future
b. unlikely to happen in the present or future



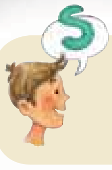
C. Complete the rule for TYPE 1 CONDITIONALS:

If + ______________________ → { will / can / must / imperative } + bare infinitive

3. Practice

A. A GAME
You are a singer. Take turns to tell your friends what will happen if your songs sell well? Start a chain as in the example:

S 1: If I sell a lot of CD's, I'll become famous.
S 2: If I become famous, people will admire me.
S 3: If people admire me, I'll feel happy.
S 4: If I am happy, my family will be happy, too. Etc.



B. Do you remember the story of Little Red Riding Hood?
She goes to visit her grandmother. On the way to her house she meets the wolf who tries to trick her. Remember what happens next? Tell your class about it.

Now think about the following: Your father asks you to go to the supermarket and buy a few things. On the way home, a stranger stops his car and asks you to get in and give you a ride home. Take turns to tell your classmates what you will do.

Start like this: *If a stranger asks me to get into his car, I'll...*

C. Your pen friend Billy from Ireland is coming to Athens next month and he is interested in Greek traditional music.

Send him an e-mail telling him what he can do and see if he visits the Museum of Popular Instruments. Put your e-mail in your **portfolio**.

The Museum of Popular Instruments

Athens

If you want to know more about Greek musical instruments and traditional Greek music, our museum has a wide collection of them available.

If you are interested in taking lessons in traditional Greek instruments and traditional Greek singing, our museum organises evening workshops for you.

Location

We are in Plaka, bottom and of Aiolou Street, near the *Tower of the Winds*

Opening hours

We are open

Tuesday, Thursday-Sunday: **10.00-14.00**

Wednesday: **12.00-18.00**

Monday: closed

Admission Free

D. THE MATCHING GAME
Your teacher will give you a strip with an IF-CLAUSE or a strip with a RESULT CLAUSE.
Go around the class and match your clause with another student's so that they make sense.

E. There is a festival in your area. Read about the different activities. Which one will you choose to go to?
Try to persuade your friend to

Example:

If we go to... we will...

The festival's motto "Music, Love, and Flowers"
The Pop Music Festival is celebrating and showcasing the pop music of New England. This year bands from all over the world perform full sets each evening and all the benefits go to charity. The festival runs in three evenings, Thursday through Saturday. Tickets are now available from the usual outlets.

Film Festival and Educational Series
This year's festival will once again feature the popular Film Festival and Educational Series. We also have a few new tricks up our sleeve, which we'll be announcing soon. You can find on all those smart t-shirts, hats, or posters you've been eyeing from the last festival. And don't forget last year's 10th anniversary double CD compilation.

Lesson 2 Feel the Rhythm

1. Listening Part 1

Do you know what pocket money is?
Do you get any? Is it a good idea?

A. Here are some expressions taken from a song. Can you guess what the song is about?

pay the bills | have to work | a single penny left | wealthy man | rich man's world

B. Listen to the following song by ABBA, a Swedish pop group. Have you guessed correctly?

C. Now, listen to the song again and try to fill in the missing words.

A RICH MAN'S WORLD

ABBA

I work all night I work all day
To ________________________ *I have to pay*
Ain't it sad!
And still there never seems to be
________________________________ *for me*
That's too bad!
In my dreams I have a plan
If I got me a ___________________________
I wouldn't ________________________ *at all*
I'd fool around and have a ball
(have a very good time)
Money, money, money
Must be funny
In the _________________________________
Money, money, money
Always sunny
In the rich man's world

Aha, aha, all the things I could do
If I had a little money
It's a rich man's world…

Listening Part 2

A. Imagine that suddenly you won a lot of money. What would you spend the money on?

What would they spend the money on?

Tom ______________________

Stella ______________________

Sara ______________________

B. Listen to how Tom, Sara and Stella would spend *their* money and complete the box.

C. What is the opposite of the expressions that you have just listened to?

1. waste money ______________________
2. win money ______________________
3. wealthy man ______________________
4. owe money ______________________
5. borrow money ______________________

D. Joe and Joan have sent you an article from a magazine. Read the article and answer these questions:

a. Where does most of children's spending money come from?

b. What other ways do they use to get some more money?

c. What is pester power? Who has it?

POCKET MONEY AND PESTER POWER

Big companies and advertisers know that children aged between 3 and 14 are the most powerful consumer group. The total spending power of children in this age group is over sixty million pounds per year! So, how do they get so much money? How do they persuade their parents to spend so much money on things for them? Weekly pocket money or a monthly allowance is one way for children to get some money to spend. The other way is by asking again and again, in other words, by pestering their parents until the parents buy what they want.

Young people's consumer habits – Fact File

Sources of income

Parents give 60% of pocket money.

Other sources of money are:

a. Odd job earnings (helping with chores around the house for money, a *paper round* delivering newspapers to houses in their area, cleaning Dad's car, babysitting)

b. Handouts such as presents of money from friends or relatives

c. Saturday jobs (some teenagers work on Saturdays e.g. in clothes or music shops, supermarkets, sports centres).

Pester power is increasing every year. Children as young as three years old pester their parents to buy the latest videos, sweets and toys.

2. Grammar

CONDITIONAL SENTENCES

A. Study the following TYPE 2 conditional sentences:

Grammar Box

IF-clause	Result clause
If I got me a wealthy man,	***I wouldn't have*** to work at all.
If I won a lot of money,	***I would (I'd) buy*** a lot of CD's.
If I were you,	***I'd spend*** less money on sweets.

B. Now answer these questions:

Which tense do we use in the IF-clause? ____________________

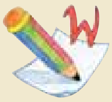
What verb forms do we use in the result clause? ____________________

C. Tick the correct phrase **a** or **b**:

The example sentences show that something is…

a. possible to happen in the present or future
b. very unlikely to happen in the present or future

Which example can express ADVICE? ____________________



D. Complete the rule for TYPE 2 CONDITIONALS:

If + ____________________ → would + bare infinitive

We use type 2 conditionals to talk about something ____________________

When we use the second conditional, we prefer to use **were** instead of **was**.

3. Practice

A. If I were a millionaire…
Take turns to tell your friends what would happen if you were a millionaire. Start a chain as in the example:

"If I were a millionaire,
I would go to London."
Then the other student has to start by saying:
"If I went to London, I'd..."

B. GROUP WORK

You are watching a programme on TV in which pupils from different schools are participating in a quiz to win 10,000 Euros. What would you spend the money on if you participated in this programme now and won this amount of money? (Think about books, computers, equipment, excursions etc.). Discuss and report to your class.

Cinema / Theatre visits	
Clothes / Shoes	
Sweets or chocolate	
Computer Games	
Books	
Phone cards	
Magazines	
Toiletries	
CD's / DVD's	
Other ______________	

C. CLASS SURVEY

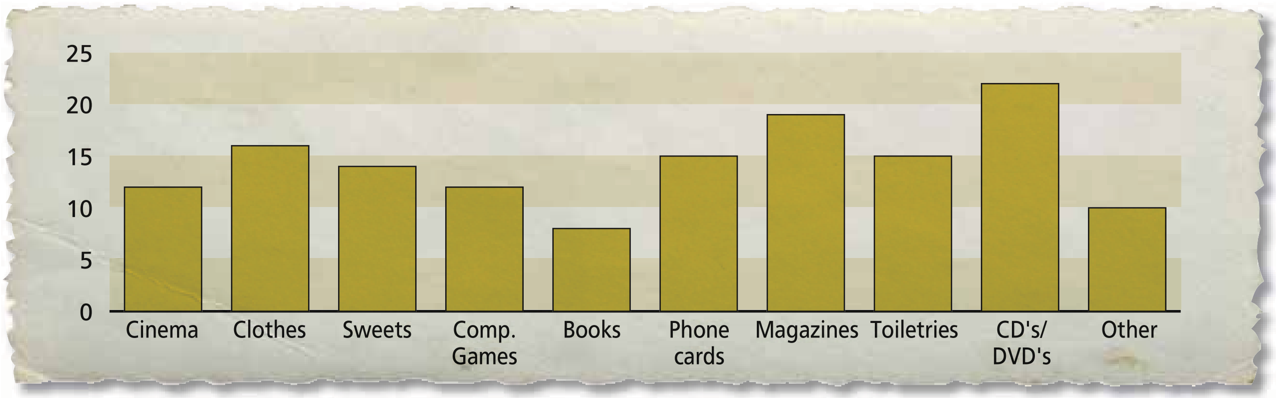
If you had some pocket money what would you spend it on? Tick the things you most like to spend your money on:

Go round the class and ask the other pupils what they would spend their money on?

Then make a graph like the one below. (The vertical axis shows the number of pupils and the horizontal axis the 10 questions.) You may use a computer if you can.

Include the graph in your **portfolio**.

Can you draw any conclusions about how the students of your class would spend their pocket money?



Lesson 3 The problem page

A. This is a problem page from a children's magazine. Read the letter. What is Maria's problem? Who is Sonia?

Dear Sonia,

I am writing to you for advice because I don't know what to do.

I am 11 years old and I like music a lot. I really want to learn to play a musical instrument… I would like to learn to play the guitar but I live in a remote village and there are neither music teachers nor any musical instruments in my school. The nearest big city is about eighty kilometres far from where I live.

My class visited a music festival in Thessaloniki a week ago and I was so pleased to listen to musicians play so many different instruments. I also heard that if children listen to classical music, they become smarter. I know that if I had money, I would buy many musical instruments for my school.

This is my problem. What could I do? I really want to learn to play the quitar.

Please answer as soon as possible.

Yours,
Maria

B. Imagine you are Sonia. Send Maria a letter giving her some advice and ideas on what to do (think about placing an advert for a music teacher or visiting the local cultural centre etc.).

Follow the layout of a letter of advice:

- greeting
- an opening paragraph
- main part
- closing paragraph
- signing off

Remember to give advice using expressions such as:

If I were you, I would…
You could…
You should… if…
Why don't you…

Set phrases for the opening paragraph:

I am writing to give you some advice about…
I hope I can help you with your problem…

Set phrases for the closing paragraph:

Well, that's what I believe…
I really hope everything goes well.
Keep in touch. …
I am looking forward to hearing from you.

Put your letter in your **portfolio**.

Check yourself

A. WHAT AM I? Find the musical instrument each box A-D describes:

___ / 2 points

A	B	C	D
I have four strings Played with a bow. Can you guess what I am? Do you think you know? _______________	I am very large I have black and white keys Can you guess what I am? Do you think you know? _______________	I have a skin on me you usually beat me with two little sticks Can you guess what I am? _______________	I have a long neck You strike my strings On my wooden body. You guess what I am? _______________

B. Match the verb on the left with a noun on the right to make set phrases:

1. present	**a.** a trombone
2. write	**b.** an instrument
3. attend	**c.** lyrics
4. play	**d.** a music event
5. blow	**e.** a song
6. sing	**f.** a performance

___ / 3 points

C. Fill in the blanks with a word from B above (put the verbs in the right form):

1. Don't you think the music event we _______________ was boring?
2. John Lennon __________________ the lyrics to many of the Beatle's best songs.
3. Most musicians ___________________their instruments up to five hours a day!
4. When my brother ________________ the saxophone I can't sleep
5. Our class ____________________ the famous play "A midsummer night dream"
6. Some of the best rock singers don't ______________ their songs, they shout them!

___ / 3 points

lend
owe
spend
waste
wealthy
allowance
borrow
pay back

D. Fill in the blanks with the correct word or phrase from the box on the right:

1. Don't _______ your money on that junk!
2. I usually ______ my CD player to Dave and he never gives it back on time.
3. He left as a poor boy and returned as a _______ man.
4. You can only _______ six books from the library at a time.
5. His father gives him a monthly _______ of 20 Euros.
6. Mum never _______ any money on herself.
7. They _______ my brother $50.
8. I'll ______ you ______ on Friday, I don't have any money now.

___ / 4 points

E. Complete the sentences with an appropriate phrase:

1. If you had a million euros, what ______________________________ ?
2. If you buy a car, ______________________________.
3. If you can't make a reservation for the musical ______________________________.
4. If the performance is boring, ______________________________.
5. If he goes to the festival, ______________________________.
6. If she knew the lyrics, ______________________________.
7. If I were you, ______________________________.
8. He wouldn't miss the show if ______________________________.
9. If you pay for the ticket, ______________________________.
10. He would enjoy the musical if ______________________________.

___ / 5 points

F. Match the sentences to make short dialogues:

1. I'd like to become a pianist ______________________________ ☐
2. I will spend my pocket money on expensive clothes. ______________________________ ☐
3. I want to attend the music festival. ______________________________ ☐

a. You should book early.
b. If I were you I would practise harder.
c. Why don't you buy a computer?

___ / 3 points
My total score is ___ / 20 points

See **p. 97** Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you match headings with paragraphs in an English text:
- Read the headings and the paragraphs and underline the most important words.

I can read
- a music festival leaflet .... ☐
- a magazine article about pocket money .... ☐

I can listen to
- different musical instruments .... ☐
- a song about money .... ☐
- people talking about spending money..................... ☐

I can talk about
- musical instruments .... ☐
- festivals.. ☐
- money .... ☐
- personal safety .... ☐

I can write
- an e-mail about a museum of musical instruments .. ☐
- a letter to an advice page of a magazine .... ☐

Unit 9 Earth Day Everyday

We are here to READ
a questionnaire, an earth day story and a play about pollutants
and TALK ABOUT
pollution, endangered species and protection of the environment
and LISTEN TO
a presentation about endangered species in an environmental centre
and WRITE
emails about environmental problems and a poster
and LEARN ABOUT
how to describe activities that happened before another action in the past, how to explain why something happens and how to express the result of an action or a situation.

WHAT IS EARTH DAY?

Earth Day is a Birthday! Just like a birthday is a special day to celebrate a person, *Earth Day* is a special day that celebrates the Earth. Earth Day was born on April 22, 1970, in San Francisco, California. Every year, different countries join together in the celebration of Earth Day on April 22nd.

Earth Day is the largest, most celebrated environmental event worldwide. On *Earth Day*, we remember to appreciate nature and learn ways to protect our environment. Find ways that you can help keep the planet clean and help protect our environment.

animals
healthy
bird feeder
tree
paper bag
lights
shower
cans
waste
TV
water
glass

HOW GREEN ARE YOU?
Fill in the blanks with the correct word from the box and tick what you do to protect the environment:

1. Don't leave the ___________ running when you are brushing your teeth.
2. Take a ___________ instead of a bath.
3. If you litter, ___________ will eat the garbage and get sick.
4. Don't __________ paper. You can write on both sides of it.
5. Planting just one ________ can save the sky from smoke from factories.
6. Turn off the _________and _________ when you are not in the room.
7. Keep the oceans clean so the fish will stay __________ and safe.
8. Make a __________. The birds in the city have a hard time finding enough food to eat.
9. Recycle your __________ and __________.
10. Use a ______________ instead of a plastic one.

Lesson 1 An Earth Day Story

1. Reading

A. Look at the picture and read the title of the story. What do you think the story is about?

LEARNING STRATEGIES
When I learn new words...

I draw a picture to remind me every new word
I write words/ sentences on pieces of paper and stick them on the wall
I use the new words in a song/ story
I play word games with my friends (hangman, scrabble, etc.)

What Can I Do?

Mark came back from school very sad. His mother looked at him and said: ‘You look very sad. It seems that you had a rough day. What happened?’

“Today, in science, the teacher was talking about Earth Day and the environment. Earth Day is a day when every person promises to do something to protect our world from pollution. Mrs. Green was telling us that many companies do not do their best in order to get rid of their industrial waste. She said that our world is getting dirtier and that many animals and plants are becoming extinct. She wants us to think of something we can do to help. On the way home, I thought that there is nothing I can do. I can’t stop the companies from polluting our air and dumping toxic waste in the sea and I can’t save all of the animals! There is not anything that I can do to make a difference.”

Mark’s mother sat for a minute, thinking. “Let me tell you a story that your grandfather told me. I don’t know where he heard it, but I think that it might help you think about the problem in a different way.” She began:

“One morning a man was walking down a beach covered with dying starfish. The night before the tide had been especially strong and had washed up thousands of starfish on shore. The man was sorry that all the starfish would die on the beach. He came upon a boy who was throwing starfish back into the ocean as fast as he could. The boy was out of breath and it was obvious that he had done a lot of work as he looked tired.

“Son,” the man said, “you might as well quit. There are thousands of them. There is no way you can make any sort of a difference.”

The boy did not even stop in what he was doing. He kept bending and throwing but as he did, he spoke to the man: “I can make a difference to this one, and this one, and this one.”

And the man knew the boy was right. He began to help return the animals to their home, and kept thinking that sometimes little children can teach elderly people real lessons in life.

Mark stared at his mother. “But he did make a difference, didn’t he? To every starfish that he threw back in?” His mother nodded, smiling. He sat for a moment, thinking about what his mother had said. “So, what it means is that even though I can’t change everything, I can make a big difference by doing the little things that matter?”

B. Read the story and the following sentences.
Which one summarises the main idea of the story?

1. There is nothing we can do to save the world.

2. Animals and plants will disappear in a few years

3. We can't change everything, but there are things we can do to protect the environment.

C. Read the text again and tick ☑ the correct answer.

1. What were Mark and his classmates learning about in school?
a. maths
b. history
c. grammar
d. protecting our environment

2. Why was Mark sad when he went home from school?
a. He didn't know how to do long division.
b. He didn't think he could help our environment.
c. He wanted to go for a walk to the beach.
d. He was disappointed with his friends.

3. What did Mark's Mom do to help him understand how he could help to save the environment?
a. She talked to him.
b. She called his grandfather.
c. She told him a story about a boy on the beach.
d. She took him for a walk.

4. When the old man saw the boy on the beach
a. the boy had already thrown some starfish in the sea.
b. the boy was resting.
c. the boy had caught some fish.
d. the boy had given up.

D. Find words from the story which mean:

1. The air, water, and land on Earth. ______________________
2. When air, water, soil etc. are dangerously dirty and not suitable for people to use. ______________________
3. Throw away. ______________________
4. Chemical material that factories throw away. ______________________
5. Type of animal or plant that does not exist any more. ______________________
6. Putting something somewhere in a careless, untidy way. ______________________
7. A flat sea animal that has five arms forming the shape of a star. ______________________
8. To give up. ____________ ______________________

2. Grammar

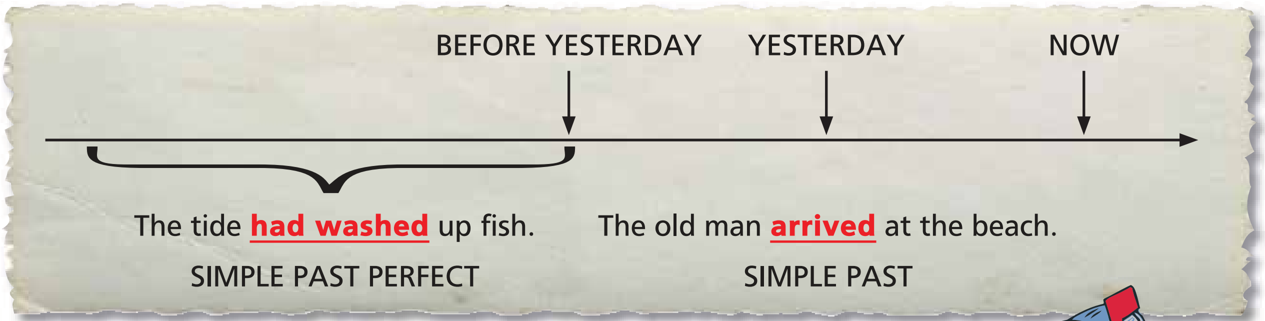
A. Look at these examples

When the old man arrived, the tide **had washed up** thousands of starfish on shore.

When did the tide happen? Before the man arrived, at the same time or now?

The man **had done** a lot of work as he looked tired.

When did the man do the work? Before he was tired or after?



Grammar Box

Simple past perfect tense

POSITIVE	I / you/ we / they He / she	**had**	**arrived**	early.
NEGATIVE	I / you/ we / they He / she	**hadn't**	**arrived**	early.
QUESTION	**had**	you/ we / they he / she	**arrived**	early?

B. Complete the rule:

We form the **Past Perfect** tense with ________ + **past participle**.

When do we use the Past Perfect?

Choose the correct phrase to complete the rule:

We use the **Past Perfect** tense…
a. for an action that happened before another one in the past.
b. for two actions that happened at the same time.

C. Read the story again and write all the things that had /had not happened before the old man arrived on the beach. Start like this:

When the old man arrived on the beach ________________________________

3. Practice

A. PAIR WORK

Pupil A

You are a young reporter working for a local TV channel. Ask the man, of the story on page 98, 3 questions to find out what had happened before you arrived on the beach.

Pupil B

You are the man of the story. Answer the 3 questions of the reporter.

Example:
Q: Had the people left the beach when you arrived?
A: Yes. All of them had left.

B. WHAT HAD HAPPENED?

Yesterday your class went on a day trip to the beach. There, you saw dead fish and birds. You also saw *starfish* and *shells* out on the beach. You found a lot of *litter*, as well. Imagine what had happened the day before you went there and write to your pen-friends *Joan* and *John* in Great Britain about this awful experience. Start like this:

Dear Joan and John,
Yesterday my class visited the nearby beach. It was a nasty experience because ______________________
____
____
____
____
____

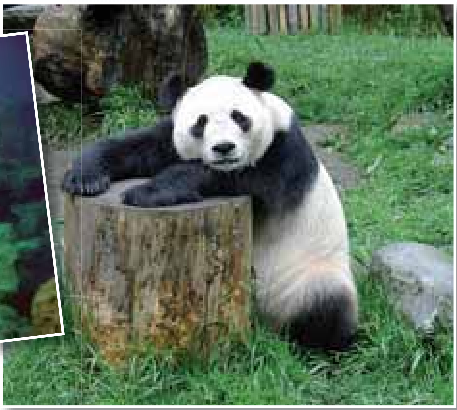
Put your letter in your **portfolio**.

C. What can you do if you want to save the planet?
A reporter from a TV channel is doing a survey on how to save the planet. He asks you what you can do if you want to save the planet. What is your answer?
Think about **endangered animals**, **polluted sea**, **litter**, **plants**, etc.

Lesson 2 Save the Endangered Species

1. Speaking

A. Do you recognise these animals? What do you know about them? What problems do they face?



B. The 6th Class of 1st Primary School is hosting a group of British pupils. Today they are visiting the Environmental Centre in Zakynthos. Listen to the centre guide and answer the question:

Which two animals is he talking about?

The first animal is a(n) ______________________________

The second animal is a(n) ____________________________

C. Now listen again and fill in the diagram. The notes on the right will help you:

lives in the Mediterranean
lays eggs in the sand
lives up to 100 years
tourists disturb its habitat
weighs up to 320 kg.
lives only in non-polluted seas
is becoming extinct...

Name of animal:
____
Characteristics:
____
____
____
____

Common Characteristics:
____
____
____
____
____

Name of animal:
____
Characteristics:
____
____
____
____

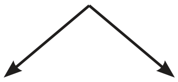
D. The teacher in the environmental centre said:
'They also lose their habitat because of tourism.'
What do you think? How do people disturb animal habitats? The pictures below will help

Animals living	in the mountains:	People disturb their habitats by going hunting
	in the forest:	People disturb their habitats by ______________
	in the rainforests:	People disturb their habitats by ______________
	in the rivers/lakes:	People disturb their habitats by ______________
	in the sea:	People disturb their habitats by ______________
	in the ground:	People disturb their habitats by ______________

2. Grammar

A. CLAUSES OF RESULT
Read the following sentence taken from the listening:

People have built a lot of hotels and discos near the beach



so baby turtles head for the lights of the hotels and discos.

and **as a result**, baby turtles head for the lights of the hotels and discos.

The clauses starting with **so** and **as a result** are called **clauses of result**.

What do clauses of result express? Tick the correct phrase.

a. the way someone does something ☐
b. the result of an action or a situation ☐

B. CLAUSES OF REASON
Now, read these sentences:

Fishermen kill them **because** they destroy their fishing nets.

They lose their habitat **because of** tourism.

The Mediterranean seal symbolizes the health of the sea, **as** it can only live in clean, non-polluted waters.

The clauses starting with **because**, **because of** and **as** are called **clauses of reason**.

1. What do clauses of reason tell us? Tick the correct phrase.
a. why something happens or exists ☐
b. when something happens or exists ☐

2. What do we use after **because of**? Tick the correct phrase.
a. a verb ☐
b. a noun ☐

3. Fill in the blanks with *so*, *because*, *as* or *because of*:

a. The baby turtle couldn't find his way to the sea ________________ the hotel lights.
b. The baby turtle couldn't find his way to the sea ____________ there were hotel lights.
c. The baby turtle couldn't find his way to the sea, ________________ it died.

3. Practice

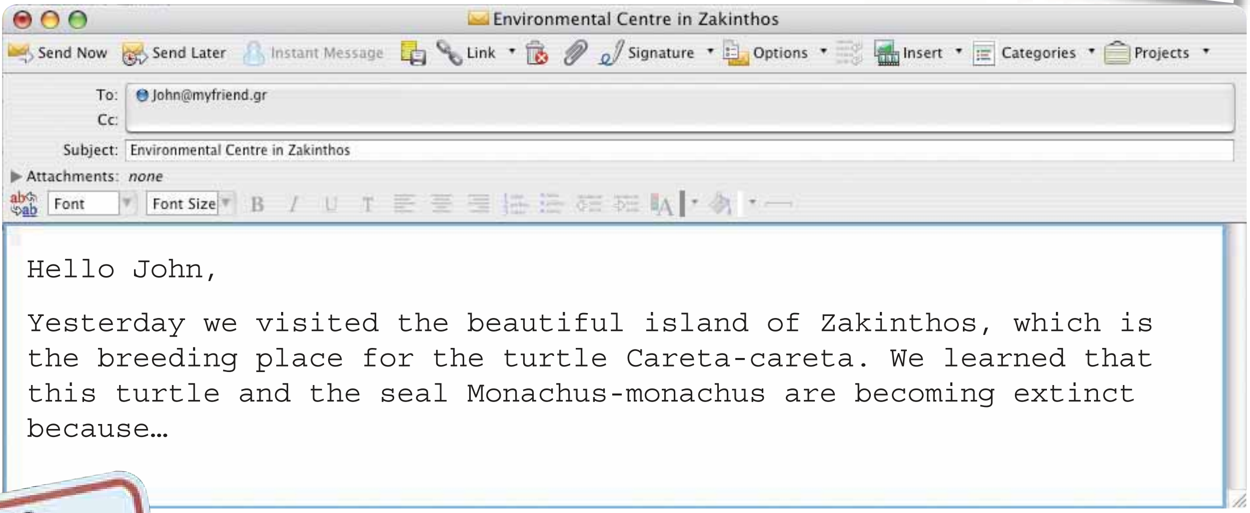
A. PAIR WORK – WOLVES AND BEARS
Learn about WOLVES and BEARS by asking each other questions.

Pupil A	Pupil B
Look at p.144. Read the information about the **WOLF** and answer **PUPIL B**'s questions. Then ask **PUPIL B** questions to find out about the **BEAR**.	**Look at p.141** and ask **PUPIL A** questions to find out about the **WOLF**. Then read the information about the **BEAR** and answer **PUPIL A**'s questions.

B. Your teacher has asked you to find information about another endangered species. Find information about another animal and write a short report explaining why and how it is endangered. Put your report in your **portfolio**.

C. Your friend John hasn't been to Greece and so he hasn't visited the **ENVIRONMENTAL CENTRE** in Zakynthos. Send him an e-mail explaining why *Careta-careta* and *Monachus-monachus* are becoming extinct.

Start your e-mail like this, and use linking words (*because*, *because of*, *so*, *as*, etc.):



D. You are members of an environmental team in your school, and this year you are working on a project about taking action to save the environment. You want to inform and sensitize the other pupils. Make a poster to put it on a board in your class.

This is an example

Include your poster in your **portfolio**.

Lesson 3 The Awful 5

A. Look at the pictures and find out who The Awful 5 are. What do they do to people? Get more information about them from the Science lesson.

This is part of a play that you can act out in class.
The whole play is at the back of your book (pp.142-144).

A Play – **The Awful 5**

Connie: Hi! I'm Connie Lung.
Harry: And I'm Harry Wheezer. We're here at the Environmental Protection Agency to cover a late-breaking story. Some of the world's worst air pollutants are picketing the EPA to protest clean-air legislation.
Connie: In tonight's special report, we will tell you where these pollutants come from and the ways they can hurt people and other living things.
Harry: Let's introduce the folks at home to our pollutant, Carbon Monoxide.
Carbon Monoxide: Yeah, what I do best. I get into the air when cars and trucks don't burn fuel well – but you can't see or smell me.
Connie: Then how can we tell when you're around?
Carbon Monoxide: You'll find out when you breathe me in! I can give you a bad headache and make you really tired (gives an evil laugh).
Harry: Next we'd like you to meet some of the most dangerous air pollutants – the Toxins. (Toxins walk over, carrying posters and chanting.)
Harry: You Toxins are made up of all kinds of poisons. How do you get into the air?
Toxin 1: Hey, man, we come from just about everywhere. Chemical plants, dry cleaners, dangerous-waste sites, paint factories...
Toxin 2: Yeah, and cars and trucks dump a lot of us into the air, too.
Connie: Scientists say you cause cancer and other kinds of diseases.
Toxin 3: Yea, but they can't prove a thing!
Connie: Next we'd like you to meet Sulphur Dioxide.
Harry: I'm sure the folks at home would like to know how you get into our air.
Sulphur: Well, don't they read the newspapers? I've been making the front page at least once a week! Most of the time, I come out from chimneys when power plants burn coal to make electricity.
Connie: And what kinds of nasty things do you do?
Sulphur: Nasty – that's me! (Snickers) I think it's cool to make it hard for some people to breathe. And I can make trees and other plants grow more slowly. But here's the most rotten thing I do: When I get way up into the air, I react with oxygen in water in the sky, and you get acid rain! (Sprays water at the audience).

B. If you decide to act out the whole play:
- choose your roles
- learn your parts
- set the scenes
- choose your costumes
- draw posters and masks
- find music to accompany your play.

Take photos or a video of your performance and put them in your **portfolio**.

It's your choice: Look at page **106** and do a different Project

Check yourself

A. Fill in the blanks with a suitable word:
waste, pollution, habitat, lay, endangered, extinct

1. We must do something to protect our world from ________________.
2. Some factories pollute the air and dump their ____________ in the sea.
3. Many plants, animals and fish are becoming ______________________.
4. The turtle Careta-careta and the seal Monachus-monachus are _______ _________________ species.
5. These animals lose their natural _______________ because of tourism.
6. We must not disturb the turtles when they ______________ their eggs.

___ / 3 points

B. Match the words or phrases in **A** with those in **B** to form correct expressions:

A.	**B.**
1. fishing	**a.** pollution
2. toxic	**b.** species
3. sea	**c.** rain
4. to make	**d.** net
5. air	**e.** habitat
6. endangered	**f.** a difference
7. carbon	**g.** seal
8. Monk	**h.** dioxide
9. acid	**i.** turtle
10. natural	**j.** waste

___ / 5 points

C. REASON and RESULT
Arrange the following words or phrases in pairs under the right heading:

REASON	RESULT

baby turtles take the wrong way
people disturb habitats
hotels on the beach
have headaches
dump industrial waste
smog
animals become extinct
trees grow more slowly
fish die
acid rain

Now, use **because**, **because of**, **so**, **as a result** and **as** to join the sentences:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

___ / 5 points

D. Your class went to this beach yesterday. Imagine what people had done some days before. Write 3 sentences:

1. ______________________________
2. ______________________________
3. ______________________________

___ / 3 points

E. Read Mark's story below about a bad experience he had yesterday. Help him write his story correctly.

Hi! My name is Mark and I want to tell you my sad story. Yesterday I _________ (go) for a walk in the forest. I felt very upset when I _________ (see) that some people _________ (cut) down a lot of trees. The forest sounded silent because the birds _________ (fly) away and many small animals _________ (leave).The water in the little river was purple as the people ________ (throw) some toxic waste in it. I _________ (never feel) so disappointed and I _________ (decided) to do something to protect the forest. Do you want to help me?

___ / 4 points

My total score is ___ / 20 points

See **p. 97** Workbook

NOW TICK WHAT YOU CAN DO

I can read and understand
- A questionnaire .... ☐
- A story .... ☐
- A play .... ☐

I can listen to
- A presentation about endangered species in an Environmental Centre .... ☐

I can talk about
- Pollution, endangered species and protection of the environment .... ☐

I can write
- An e-mail about environmental problems .... ☐

I can also
- Create a poster .... ☐
- Describe what happened before another action in the past .... ☐
- Explain why something happens .... ☐
- Express the result of an action or situation .... ☐

REMEMBER when you want to learn new words in English:
- Use them in a song or a story and play word games with your friends.

Unit 10 Time for Fun

We are here to READ
a questionnaire, an article about James Bond, signs and notices, film reviews

and TALK ABOUT
films and books

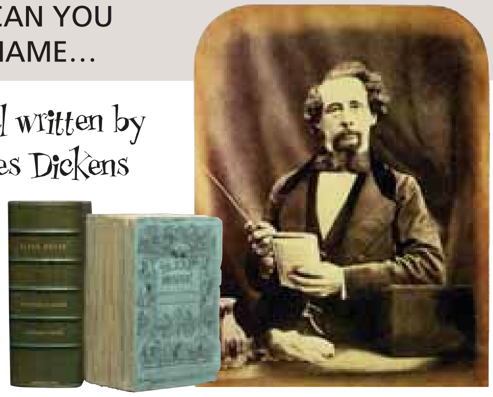
and LISTEN TO
a dialogue about films

and WRITE
an e-mail about a book,
a poster, signs and notices,
a film review

and LEARN
how to express suggestions,
how to emphasise the action rather than the doer.

CAN YOU NAME…

A novel written by Charles Dickens



A play written by William Shakespeare

1. a play that is written by William Shakespeare? ______________________
2. a novel that is written by Charles Dickens? ______________________
3. a film that is directed by Steven Spielberg? ______________________
4. a film that is set in Prehistoric time? ______________________
5. a film that is set in the jungle? ______________________
6. a film in which hundreds of passengers are drowned? ______________________
7. a famous portrait in the museum of *Le Louvre*? ______________________
8. an actor who is known as the best spy agent? ______________________
9. a blond singer who is paid a huge amount of money? ______________________
10. 101 famous dogs? ______________________

Lesson 1 The Different Faces of a Super Spy

1. Speaking

A. Talk to your partner about James Bond, the British Super Spy. Who is your favourite actor to play 007? Why?

Have you seen any Bond films? Which is your favourite one?

Actors from the James Bond films:

Some James Bond films:

- **Dr. No** *(1962)*
- **Moonraker** *(1979)*
- **From Russia With Love** *(1963)*
- **For Your Eyes Only** *(1981)*
- **Goldfinger** *(1964)*
- **Never Say Never Again** *(1983)*
- **Thunderball** *(1965)*
- **Octopussy** *(1983)*
- **Casino Royale** *(1967-2006)*
- **A View To A Kill** *(1985)*
- **You Only Live Twice** *(1967)*
- **The Living Daylights** *(1987)*
- **On Her Majesty's Secret Service** *(1969)*
- **Licence To Kill** *(1989)*
- **Diamonds Are Forever** *(1971)*
- **Golden Eye** *(1995)*
- **Live And Let Die** *(1973)*
- **Tomorrow Never Dies** *(1997)*
- **The Man With The Golden Gun** *(1974)*
- **The World Is Not Enough** *(1999)*
- **The Spy Who Loved Me** *(1977)*
- **Die Another Day** *(2002)*
- **Quantum of Solace** *(2008)*

B. Reading an Article

Read the magazine article quickly and find out what James Bond looked like at the age of 13:

Breaking News

James Bond, aged 13

Have you ever wanted to know what a teenage James Bond looked like? Well now you have your chance to find out. The family of Ian Fleming, creator of 007, has approved of a drawing of the super spy in his schoolboy days. The illustration is used on the cover of a new set of children's books about the young Bond. James, aged thirteen, is very different from the handsome and sophisticated man he grows up to be. The young Bond is presented as a tall and scruffy teenager. He wears baggy pants and has a mop of messy hair. He looks quite handsome and has no acne, no crooked teeth, not any other teenage problems. If you look closely enough at him, you'll see he looks slightly like Sean Connery.

The young Bond books are written by a Fleming fan, Charlie Higson. Mr Higson said that the picture of James as a schoolboy greatly helped him develop the character: "Now I know what he looks like. Young Bond and his world have really come alive". His first novel, *Silver Fin*, was a bestselleer as soon as it hit the shelves in early April. James is described as a public schoolboy at Eton. His first mission is to end the evil actions of a scientist who experiments on human beings. The scientist's son is one of James's classmates and is also a nasty character. The book does well in showing how the young James Bond gained his expertise in becoming a super spy.

(Sun. 24 Apr., 2005)

Source: http://www.breakingnewsenglish.com/0504/050424-jamesbond-e.html

C. Read the article again to find out if the following sentences are TRUE or FALSE.

a. The family of 007's creator is angry about a drawing of James, aged 13.
b. The young James Bond looks a little like Sean Connery.
c. A picture helped an author write a book about the young James Bond.
d. The book didn't sell well in the bookshops.
e. Young James's first mission is to help a scientist create a human being.

D. Match the words / expressions from the text with their synonyms in the box:

chance	______________	fan	______________
creator	______________	hit the shelves	______________
scruffy	______________	nasty	______________
slightly	______________	expertise	______________

enthusiast
untidy
horrible
opportunity
a little
know-how
originator
went on sale

E. Now discuss the following:

a. Do you like looking at photos of yourself when you were younger?
b. What adjective would you use to describe yourself at the age of 5 and why?
c. Would you like to be five again? Why / Why not?

2. Grammar

A. PRESENT SIMPLE IN PASSIVE VOICE

Study these examples from the article

Grammar Box

The young Bond	**is**	**presented**	as a tall and scruffy teenager.
The young Bond books	**are**	**written**	**by** Charlie Higson.
	↓ **verb 'to be'**	↓ **past participle of verb**	↓ **agent**

B. Complete RULE 1:

We form the Present Simple Passive with verb __________ in the right form and the ____________ of the main verb.

CIRCLE **Yes** OR **No**

Do we know who presents the young Bond as a tall and scruffy teenager? Yes / No

Does it matter who presents the young Bond as a tall and scruffy teenager? Yes / No

Do we know who writes the young Bond books? Yes / No

Which word is used to show who writes the books? ________________________________

C. Now complete RULE 2:

We use the __________________ when we are ***more interested in the action*** than in who is responsible for it (agent). When we want to mention ***who*** does the action the word _______________ comes before it.

D. Now, find the passive verbs in your text and underline them.

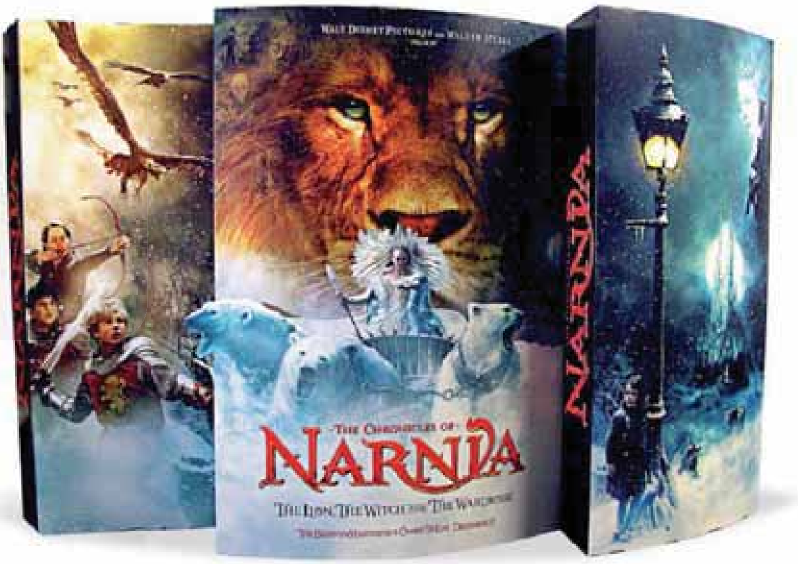
E. The Passive Voice is often used in notices and signs. Here are some of them found at a cinema / theatre hall. What do they mean?

3. Practice

A. PAIR WORK – Which film to see

> **Example:**
> In the film …, X is presented as a nice policeman who tries to save the people from… He looks handsome and he is brave at the same time…

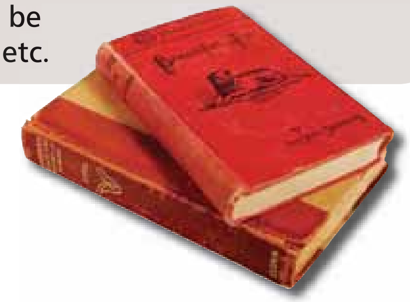
Exchange ideas about a film that you have seen and liked. (You can also use the information in the Resource Appendix, pp.145-146).
Persuade your partner to go to the cinema and see it.
Tell each other about the main hero(es) of the film.
Use Passive voice.



B. Choose a film that you know or find information about one that you want to see. You can look at a TV programme, a newspaper etc.

Write some information about it and make a poster for your classmates to see. Use Passive voice for some sentences. Add pictures –if you can find some– or draw pictures matching the title.

C. Before summer holidays you visit your school library and find a book that you would like to read. It may be an adventure, a science fiction, a mystery book etc.



Write an e-mail to your friend in Britain telling him / her about it. (Who is it written by? Who is it published by/ Who is it illustrated by? What is it about?)

D. PAIR WORK – An event

Your class is organising an evening event at school (theatre performance, music concert etc.). Your parents are invited, too. Think of some signs you can put up for the guests.

> **Example:**
> If you offer free drinks, then your notice is:

DRINKS ARE OFFERED FREE!

Make your signs and put them in your **portfolio**.

Lesson 2 The film Festival

1. Speaking

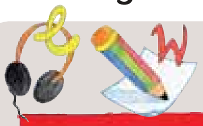
A. You want to go to the cinema next Saturday. Find out what films are on. Ask your classmates if they know.

LEARNING STRATEGIES

When I want to get extra practice in English...

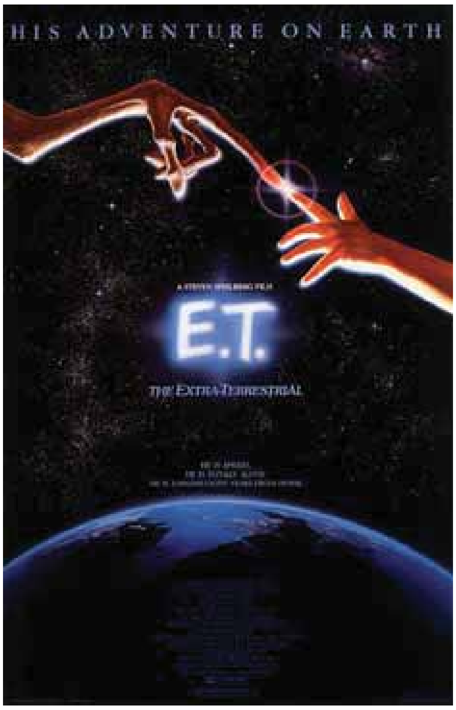
I do more grammar exercises
I read magazines/ books in English
I correspond with a pen friend from another country
I watch films in English
I use a computer/ surf on the internet.

Listening



B. Listen to the dialogue between two friends and complete the following table:

Title / Genre	
Plot	It is about an alien baby who is lost on Earth. He is found by a 10 year old boy, Elliot.
Setting	
Actor / Character	
Show times / Theatre	
Critics / Awards	

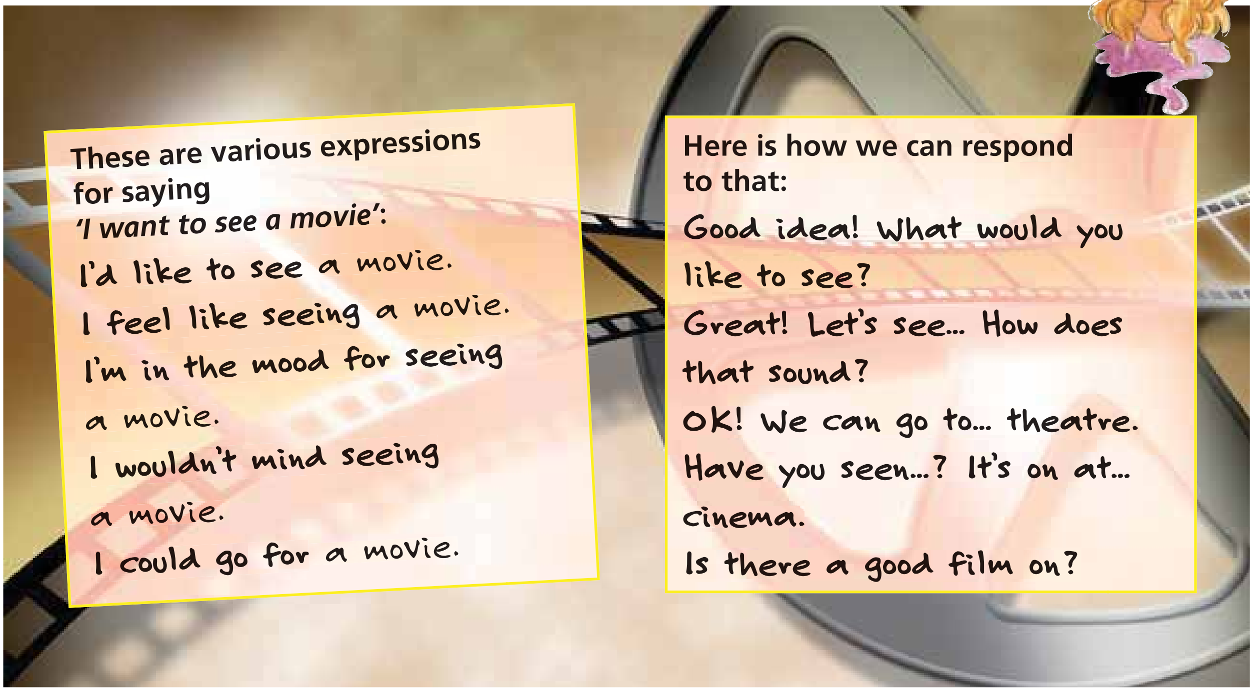


C. The film E.T. is advertised in the following poster. What kind of information do you think is missing? Fill it in.

2. Useful Expressions

GOING TO THE CINEMA

A. Study the use of these EXPRESSIONS OF PREFERENCES:



These are various expressions for saying *'I want to see a movie'*:

I'd like to see a movie.

I feel like seeing a movie.

I'm in the mood for seeing a movie.

I wouldn't mind seeing a movie.

I could go for a movie.

Here is how we can respond to that:

Good idea! What would you like to see?

Great! Let's see... How does that sound?

OK! We can go to... theatre.

Have you seen...? It's on at... cinema.

Is there a good film on?

B. Study the use of these adjectives:

THE FILM –ing ending	THE PEOPLE WHO WATCH THE FILM –(e)d ending
The film is really **boring**.	Many people are **bored**.
The film is quite **interesting**.	Young people are **interested** in watching it.
The film is very **exciting**.	The children are all **excited** to see the end.
The film is **moving**.	The children are **moved** by the story.

C. Which of the above expressions or adjectives did you notice in the dialogue on p. 114? Listen again and find out. Write them in the box below:

expressions of preferences	
-ing adjectives	
-ed adjectives	I'm bored

3. Practice

A. PAIR WORK

Talk to your friend and choose one of the films on the right that you would like to watch next Saturday.
Decide on the time you can go, too.

Galaxy Cinema Complex
MOVIES & SHOW TIMES
Saturday____________

Ice Age: The Meltdown
11:00 am
1:00, 3:00, 5:00, 7:00, 9:00, 11:00 pm
Inside Man
11:35 am
2:10, 4:45, 7:20, 10:00 p.m. 12:30 am
Akeelah and the Bee
7:30 p.m.
ATL
9:30, 11:30 pm

Begin like this:

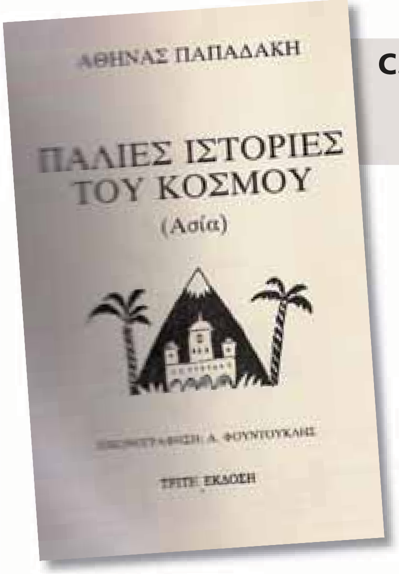
Pupil A: I'd like to see a movie, this Saturday.

Pupil B: OK. Let's go to the Galaxy Cinema. There's a...

B. GROUP WORK
You are with your friends talking about TV.

a. Tell them how you feel in the following situations:
1. You see your friend on TV.
2. You have watched a thriller and you are alone at home.
3. You watch your favourite team winning the match.
4. There is a chat show on TV where everyone is arguing.
5. You watch your favourite actor in a chat show.

b. Now tell your friends what you think about the following:
1. The thriller you watched was very…
2. The match that your favourite team won was very…
3. The chat show was…, because everyone was arguing.
4. Your favourite TV soap opera was…



C. MEDIATION
Your English-speaking friends Joan and Joe are interested in children's books. You have read the following book in Greek.

Send them an e-mail to give some information about it. Write about the title, the writer, the publishing house, illustration, etc. Use Passive voice in some sentences and –ing/–ed adjectives.

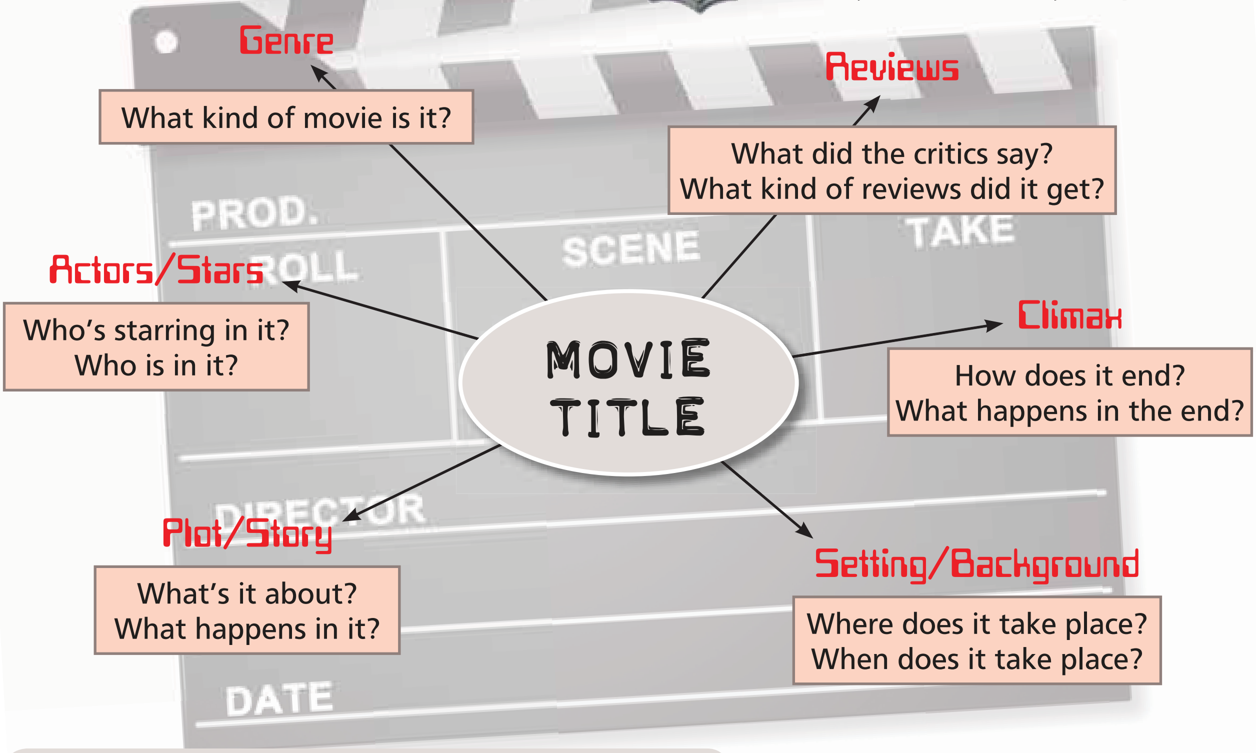
Example:
It is written by…

Lesson 3 A Film Review

The Project

A. Work in groups. Think of a movie you have recently seen. Answer the questions in the diagram. Then write a film review. Finally, publish your reviews in the school magazine.

Include your review in your **portfolio**.



B. You can use this kind of language in your review:

It's a…	e.g. *It's a comedy. It's a sci-fi. It's a horror. It's an action movie. It's a romantic comedy.*
…is in it. / …is starring in it.	e.g. *Orlando Bloom is in it.*
It's set in … / It takes place in…	e.g. *It's set in New York in the 60s. / It takes place on the moon in the future. / It takes place in a prison.*
It's about… who…	e.g. *It's about two young people who fall in love on a sinking ship. It's about a meteor that is going to destroy the Earth.*
In the end, …	e.g. *In the end, the ring is destroyed. / In the end, Harry decides he really loves Sally.*
The critics… / It got… reviews.	e.g. *The critics panned it. The critics raved about it. It got great reviews. It got poor reviews.*

Check yourself

A. Put the right words in the following sentences

illustration
baggy pants
handsome
a mop of messy hair
acne
spy
crooked teeth
hit the shelves
scruffy
nasty

I found two very interesting ________________ of the heroes of the book. One of the heroes was a super ______________. He was very ____________ and he was wearing trendy ____________. A ____________ and his glasses made him look very attractive. On the other hand, his enemy looked so __________, with ____________ on his face and his ___________. He looked even worse in his ____________ clothes. It was sure that the book would ________________.

___ / 5 points

B. Put one of the adjectives into each gap

bored
interesting
surprised
excited
interested
moving
moved
frightening
boring
surprising

1. Are you _____________ in extreme sports?
2. The game was so _____________ so everybody was cheering all the time.
3. The lesson was so _____________ that I fell asleep
4. I saw a horror film and I was _____________.
5. I was really _____________ when I heard his voice on the phone.
6. I have nothing to do. I feel so _____________!
7. The film was _____________ I kept crying all the time
8. What _____________ news! When are you coming?
9. This is a really _____________ book. I couldn't put it down till the end.
10. I was very _____________ when I saw that the hero died in the end of the film.

___ / 5 points

C. Match the sentences:

1. AFTERNOON TEA IS SERVED
2. VISITORS ARE REQUESTED TO KEEP SILENT
3. CYCLING IS NOT PERMITTED ON THE FOOTPATHS
4. YOU ARE NOT ALLOWED TO WRITE IN PENCIL
5. SMOKING IS FORBIDDEN
6. UNDER 18'S ARE NOT SERVED

a. a pub
b. a park
c. a hotel
d. an examination centre
e. a hospital
f. a library

___ / 3 points

D. Complete the following sentences with the correct form of the Present Simple in Passive Voice:

write
illustrate
advertise
sign
sell
not allow
send
record

1. Most songs ____________ in a studio.
2. Some books ____________ by great artists.
3. Supplement DVDs ____________ on TV.
4. The lyrics of Madonna's songs ____________ by herself.
5. Young children ____________ to watch horrifying films.
6. ______ tickets _______ outside the Concert Hall?
7. Some invitations ____________ to the celebrities to attend the festival.
8. The autograph of the writer ____________ on the cover of the book.

___ / 5 points

E. Rearrange the dialogue

______ **Peter:** "Finding Nemo".
______ **Mary:** What do you feel like doing tonight?
______ **Mary:** I haven't seen it? What's that about?
______ **Peter:** I am in the mood for going to the cinema.
______ **Peter:** It is a computer-animated film about the adventures of the fish Nemo.
______ **Mary:** What's on?

___ / 2 points
My total score is ___ / 20 points

See **p. 97** Workbook

NOW TICK WHAT YOU CAN DO

I can read
- A questionnaire, signs and notices .... ☐
- An article about James Bond .... ☐
- Film reviews .... ☐

I can listen to
- Dialogues about films.. ☐

I can talk about
- Films and books .... ☐

I can write
- An e-mail about a book that I have read.................. ☐
- A poster .... ☐
- Signs and notices.. ☐
- Film reviews .... ☐

I can also
- Express suggestions.. ☐
- Emphasise the *action* rather than the *'doer'*............. ☐

REMEMBER when you want to get extra practice in English:
- Read English magazines or books and watch films in English.